

Kempshott Junior School
RSE: Relationships and Sex Education Policy

Policy Ratified by Governing Body	13 th May 2026	
Date of Review	Spring Term 2026	<i>Updated</i>
Date of Next Review	Spring Term 2029	3 yearly

Safeguarding Statement

At Kempshott Junior School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Kempshott Junior School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Aims

”Relationships education and RSE must give pupils the understanding, vocabulary and strategies they require to keep themselves safe and to thrive within good, stable long-term relationships of all kinds.” (Church of England Education Office Response to call for Evidence on RSE Curriculum p1)

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, giving 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

Statutory Requirements

It is now a statutory requirement for primary schools to deliver Relationships Education and Health Education, and the Department for Education (DfE) recommends that primary schools deliver 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. See further details below.

Health Education is also statutory in all schools.

We at Kempshott Junior School acknowledge that under the Education Act 2002/Academies Act 2010, all schools must provide a balanced and broadly-based curriculum, therefore this policy covers the statutory content as well as all aspects of our Personal, Social, Health and Economic (PSHE) education provision.

Legal Framework and guidance

This policy is informed by and has regard to the statutory guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education* issued by the Department for Education (DfE) under section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

This policy aligns with the statutory guidance currently in force for teaching until 31 August 2026. The Department for Education has published revised statutory guidance which comes into effect from 1 September 2026; the school will review and update this policy accordingly to ensure continued compliance.

The policy also reflects Hampshire County Council guidance and local safeguarding expectations through Hampshire Health in Education and the Hampshire Safeguarding Children Partnership.

Policy Development

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

- Review – the subject leader collated all relevant information including national and local guidance
- Staff consultation – all school staff were given the opportunity to review the policy and make recommendations
- Parent/stakeholder consultation – parents and stakeholders were invited to contribute their views and feedback about the policy
- Pupil consultation – we investigated pupils’ views and needs in relation to RSE
- Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

Relationships and Sex Education (RSE) is a lifelong process that supports pupils’ physical, moral, emotional, social and cultural development. It promotes an understanding of loving, caring and respectful relationships, while helping children develop a strong sense of identity and wellbeing. In line with Department for Education (DfE) guidance, sex education is not compulsory in primary schools; therefore, our curriculum focuses mainly on relationships, health and puberty, appropriate to the age and development of our pupils.

Our curriculum emphasises positive, healthy relationships, including respect, consent, trust and loyalty. Pupils are also supported to recognise and respond to inappropriate relationships and to resist peer pressure. Teaching about body parts and physical changes is delivered through the Science and Health curriculum as part of our safeguarding approach. However, we recognise that effective RSE goes beyond biological knowledge and includes emotional literacy, values, diversity and personal identity. It involves both sharing information and exploring issues and values, rather than promoting sexual activity.

RSE is delivered through our wider PSHE programme, which includes statutory Relationships and Health Education alongside non-statutory sex education, as recommended by the DfE. This provides a structured framework for developing key skills, knowledge and attributes that promote positive behaviour, mental health, resilience and achievement. Pupils are supported to stay safe online, build healthy relationships, think critically about media and develop the confidence to make informed decisions.

Our PSHE provision supports the school’s aim of developing confident, creative and resourceful learners. Through a planned, spiral curriculum, pupils progressively build self-esteem, social skills and emotional awareness; learn to manage their feelings; develop resilience and independence; and

understand their role in society, including rights and responsibilities. We recognise the strong link between wellbeing and academic success and aim to equip pupils with the skills and attitudes they need to thrive both now and in the future.

Curriculum

RSE is taught as part of the Personal, Social, Health and Economic (PSHE) curriculum and is embedded within these lessons. The curriculum has been developed in consultation with parents, pupils and staff, taking into account the age, needs and feelings of all pupils. Where questions arise outside the scope of this policy, teachers will respond appropriately to ensure pupils are informed safely, which may include referring them to their parents.

We follow the PSHE and RSE programme *SCARF*, produced by Coram Life Education. This comprehensive scheme aligns with Department for Education (DfE) guidance and the PSHE Association Programme of Study for Key Stages 1 and 2. Teachers may also use additional appropriate resources to supplement the programme where needed.

The *SCARF* scheme is structured into six half-termly units, which we adapt where necessary to reflect the context of our school, including the use of the local environment. Pupil voice is valued, and the school council is consulted during planning to help shape the curriculum.

The PSHE subject lead works closely with teaching staff and HLTAs to ensure all staff are equipped with the knowledge, skills and resources to deliver PSHE confidently. Teachers have access to *SCARF* guidance and training materials, with further support available from the subject lead.

Lessons are delivered by class teachers through weekly sessions or cross-curricular links, using *SCARF*'s clear learning objectives and guidance to ensure consistency. The programme builds on prior learning, is sensitive to pupils' needs, and provides clear progression across the school.

Assessment is carried out by class teachers using *SCARF* "I can..." statements alongside lesson outcomes to track the development of pupils' skills and knowledge. Specific RSE content is outlined in Appendix 1 and may be adapted as necessary.

Delivery of RSE

RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects are covered within the Science curriculum, while some elements are also explored in Religious Education (RE). A cross-curricular approach is encouraged where appropriate. RSE is usually delivered by the class teacher or teaching assistant in mixed-gender groups, and all staff play a role in modelling positive relationships across the school.

To support effective learning, we create a safe and respectful environment through the use of group agreements and strategies such as anonymous question boxes. Teachers respond to pupils' questions clearly, honestly and in an age-appropriate way. Staff do not promise confidentiality to pupils and will follow safeguarding procedures where there is concern about a child's safety or wellbeing.

RSE is further supported by the school's behaviour policy and ethos, which promote positive relationships. A range of teaching approaches are used, including discussion, drama, role play, and research-based activities, alongside other methods appropriate to pupils' age and developmental needs.

Relationships Education focuses on the key building blocks of healthy relationships, including families and people who care for me, caring friendships, respectful relationships, online relationships and being safe. These areas are taught within the context of family life, with sensitivity to the wide range of family structures and support networks represented within the school community. Teaching promotes inclusion and avoids any form of stigma.

In preparation for the transition to secondary school, pupils in Year 6 receive additional non-statutory sex education. This includes learning about how a baby is conceived, including through sexual intercourse and IVF, building on prior learning about relationships, puberty and reproduction. This supports pupils' ongoing emotional and physical development.

Parents have the right to withdraw their child from the non-statutory elements of sex education, this withdrawal does not apply to statutory science content. At Kempshott Junior School, this applies to one Year 6 PSHE lesson, *Making Babies*, in which pupils:

- identify the changes that occur during puberty to enable reproduction
- understand different ways a sperm can fertilise an egg
- understand that the law protects children and young people and that consent matters; questions about the age of consent will be handled factually and signposted appropriately

Parents and carers are able to request to view materials and resources used to deliver RSE and PSHE. The school is committed to being open and transparent about curriculum content and works in partnership with families to support pupils' learning and wellbeing. Further information about the curriculum can be found in Appendix 1. The school also provides opportunities for parents to engage through meetings and communication about upcoming learning, enabling them to support RSE at home. We recognise the important role families play in sharing their own values alongside school learning.

Dealing with Sensitive Issues

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about RSE. The following are protocols for discussion-based lessons with pupils:

- no one (teacher or pupil) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- only the correct names for body parts will be used;
- meanings of words will be explained in a sensible and factual way;
- Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent.

Where a member of staff is concerned that a child protection issue is arising, it is their responsibility to follow the school's policy in this matter

Equal Opportunities Statement

Relationships Education, RSE and Health Education are designed to be accessible to all pupils, including those with special educational needs and disabilities (SEND). High-quality, differentiated and personalised teaching is central to this approach, ensuring that all pupils can engage with and benefit

from the curriculum. We recognise that some pupils may be more vulnerable to issues such as exploitation or bullying, and our teaching is carefully tailored to support and protect them.

Content is adapted to meet the varying developmental stages and specific needs of pupils, ensuring that teaching is sensitive, age-appropriate and in line with legal requirements. We also respond to the diversity of pupils' cultures, faiths and family backgrounds, promoting inclusion and respect. While all pupils receive equal access to the curriculum, additional support is provided where needed. Pupils with SEND are not withdrawn from PSHE to catch up on other subjects, as personal and social development is considered equally important to academic achievement. Learning is adapted, and individual targets, such as those in Individual Education Plans (IEPs), are taken into account.

The SCARF scheme supports this inclusive approach by providing flexible lesson plans that teacher can adapt to meet the needs of their class. All pupils learn together about topics such as puberty to promote understanding, empathy and respect, and to reduce stigma. This ensures that the curriculum remains relevant to all pupils and promotes understanding, empathy and respect, in line with the Equality Act 2010 and the public sector equality duty

Our programme reflects and respects a wide range of ethnic, cultural and family backgrounds. Teaching resources and scenarios are inclusive and promote diversity, including positive and sensitive representation of different sexual orientations and family structures. In line with the Equality Act and the public sector equality duty, the school is committed to eliminating discrimination, advancing equality and fostering respectful relationships. Through this approach, we aim to create a safe, inclusive environment where all pupils feel represented and valued.

Roles and Responsibilities

The Governing Board

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

The Head Teacher

The Head Teacher is responsible for having an oversight of the teaching of RSE consistently across school and for managing requests to withdraw pupils from non-statutory/non-science components of RSE in liaison with the RSE Subject Leader and class teachers (see section 8).

The Subject Leader

The subject leader is responsible for ensuring that RSE is taught consistently across the school and reporting findings to the head teacher. The subject leader is also responsible for leading/facilitating staff training, supporting staff with any concerns relating to RSE and ensuring the RSE curriculum meets the needs of pupils at Kempshott Junior School.

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/non-science 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 head teacher/subject leader.

Pupils

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

Parents' Right to Withdraw

Parents do not have the right to withdraw their child from statutory content within the National Curriculum for Science, including learning about the human lifecycle and puberty. Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE (see section 6 for detail)

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the head teacher. When the head teacher receives such a request she will invite the parents to a meeting, at which the head teacher will explain clearly what the school's policy is and seek to accommodate the wishes and/or concerns of the parents. If that is not possible the pupil will be withdrawn from RSE and placed in another class where alternative work and supervision will be provided. The right to withdrawal will be made clear to parents/carers. A copy of this policy will be made available to all parents/carers who request it and it is available on the website.

Training

Staff are trained on the delivery of RSE as part of our continuing professional development calendar. The head teacher or subject leader 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.

Monitoring Arrangements

The delivery of RSE is monitored by the Head Teacher and the PSHE subject lead through:

- Ensuring that RSE occurs in the school's curriculum according to the schemes of work for Science and PSHE.
- Monitoring the use of teaching and learning styles;
- Monitoring the use of teaching materials;
- Evaluating the effectiveness of the school's programme

The RSE lead will be given time to monitor and evaluate the schools RSE programme as it occurs in the school's schemes of work for each Key Stage. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

For each of the six units we carry out a specially designed pre- and post-unit assessment activity. Conducted twice, first at the beginning of the unit to determine where the children are at; and then again at the end of the unit, enabling us to monitor progress, record key points and identify areas for further development. At the end of a unit we consider a range of 'I can' statements, which summarise children's learning against the unit's key learning outcomes.

Appendix 1: Curriculum Map

Kempshott Junior School PSHE/RSE Curriculum Map

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

Online relationships	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 sex education within RSE

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

Appendix 4: National Curriculum Science Statutory Statements

Detailed below are sections taken directly from the updated Science Curriculum Statutory (2014). The sections detailed are those, which specifically mention sex and relationships education. There are other relevant sections, which could create opportunity to discuss sex and relationships education further. Parents may not withdraw their children from these lessons.

Key Stage 1

Children should learn to:

identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense notice that animals, including humans, have offspring which grow into adults.

Key Stage 2

Children should learn to:

- describe the changes as humans develop to old age
- describe the life process of reproduction in some plants and animals
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
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<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study>

Appendix 5

Kempshott Junior School aligns its Relationships Education, Relationships and Sex Education (RSE) and Health Education provision with guidance and support provided by Hampshire County Council and local safeguarding partners. These local resources support high-quality teaching, safeguarding practice, and effective partnership with parents and carers.

Hampshire Health in Education

Hampshire County Council provides a central hub of guidance and resources to support schools in delivering statutory Relationships Education and RSE. This includes curriculum guidance, signposting to approved resources and links to relevant safeguarding support.

<https://www.hants.gov.uk/socialcareandhealth/publichealth/hampshirehealthineducation/keystages/primary/relationshipeducation>

Hampshire Safeguarding Children Partnership (HSCP)

The Hampshire Safeguarding Children Partnership provides local safeguarding guidance, resources and toolkits to support schools in protecting children and responding appropriately to concerns, including issues that may arise through RSE lessons.

<https://www.hampshirescp.org.uk>

NSPCC – PANTS (The Underwear Rule)

Hampshire recommends the NSPCC PANTS resources as a child-friendly way of teaching pupils how to keep themselves safe from abuse. These resources support statutory Relationships Education and safeguarding practice in primary schools.

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule>

Hampshire Police – Clever Never Goes

The Clever Never Goes initiative, supported locally by Hampshire Police, provides guidance and materials to help children understand personal safety, appropriate boundaries and how to seek help.

<https://www.hampshire.police.uk/advice/advice-and-information/caa/child-abuse/clever-never-goes>

Anti-Bullying and Respectful Relationships

Hampshire County Council signposts schools to evidence-based anti-bullying guidance and respectful relationships resources to support pupils' wellbeing and safety, including online safety.

<https://anti-bullyingalliance.org.uk>

Use of local resources

These local authority and partner resources support a consistent, safeguarding-led and developmentally appropriate approach to Relationships Education and RSE at Kempshott Junior School. They also support clear communication and partnership with parents and carers, ensuring transparency and confidence in the school's provision.