



Tenterden Church of England Junior School

'With God as our companion, we learn, grow and flourish'

Relationship and Sex Education Policy

Updated: July 2026

Approved: July 2026

Review due: July 2028

Contents

Contents

1. Aims	3
2. Statutory requirements	3
3. Policy development	5
4. Definition	5
5. Curriculum	5
6. Delivery of RSE	6
7. Use of external organisations and materials	7
8. Roles and responsibilities	8
9. Parents' right to withdraw	9
10. Training	10
11. Monitoring arrangements	10

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 to understand change and loss, including grief and bereavement and develop strategies for emotional regulation.
- Provide pupils with the knowledge to recognise personal boundaries, understand consent and confidently seek help when they feel unsafe.
- 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
- Teach children within a framework that holds our Christian School Values at its core.

2. Statutory requirements

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

This policy has been and has been updated to comply fully with the Department for Education's (DfE) updated statutory *Relationships, Sex and Health Education (RSHE)* guidance, which comes into mandatory effect in **September 2026**.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (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

At Tenterden Primary Federation, we teach RSE as set out in this policy.

3. Policy development

Parents/ carers have been consulted and offered an opportunity to view resources. There is a PPT for parents wanting to have more information. 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 – Each term we will share Knowledge Organisers with the class outline the RSE work each term and children can ask questions and make suggestions for further.
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, 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 follow the statutory guidance for RSE and use KAPOW as our teaching curriculum. The class teacher delivers RSE to their class. The RSE and PSHE topics are shared at the end of this policy.

Following the updated Kapow scheme, children will be taught the correct anatomical language for body parts (including external genitalia) as a crucial safeguarding tool to help them describe their bodies and report abuse.

Primary puberty information will focus on: Preparing boys and girls for the changes that adolescence brings. The puberty resources that the Year 5 and Year 6 class teachers use is sent to parents/carers and they are able to meet with the EHT to discuss and look at resources.

Our curriculum now explicitly covers essential life and personal safety themes, including safety around **water, roads, railways, and fire**.

The RSE curriculum is shared termly on the school website. Parents/carers can ask to speak to the class teacher about the lesson content and we have a Book Look three times a year where children can share their work with their parents/carers.

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 - delivery will address the rapid evolution of technology. This includes age-appropriate guidance on recognising online harms, critically evaluating online sources and understanding the risks associated with AI, deep fakes and online manipulation.
- Being safe – how to identify risks and stay safe in physical environments, specifically near water, roads and railways.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatization of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and 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 teach in accordance to the Equality Act 2010 in an age-appropriate, objective, and scientifically accurate manner, without promoting or endorsing any single ideological viewpoint.

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, make pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of lesson adaption needed to ensure access to the learning for all.
- Pupils learn how to confidently state their own personal boundaries, recognise peer pressure and understand how their body belongs to them.

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our RSE curriculum plan
- Are from credible sources -we attend training and use KAPOW lesson plans
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage

- Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
 - The [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(for introduction 1 September 2026\)](#)
 - Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
 - Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
 - Review any case study materials and look for feedback from other people the agency has worked with
 - Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
 - Ask to see in advance any materials that the agency may use
 - Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
 - Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
 - Check the agency's protocol for taking pictures or using any personal data they might get from a session
 - Remind teachers that they can say "no" or, in extreme cases, stop a session
 - Make sure that the teacher is in the room during any sessions with external speakers
- We **won't**, under any circumstances:
- Work with external agencies that take or promote extreme political positions
 - Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing board

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

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school and staff share their RSE topics to be published on the school website prior to the teaching of RSE.

The headteacher will ensure that RSE training is given to staff

The headteacher will meet with members of the school community to share and consult about the statutory curriculum being delivered.

8.3 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

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.

All teaching staff are trained in the delivery of RSE. Staff use KAPOW resources including the teacher knowledge sections of the lesson so they are informed of the concepts being taught. Staff will share with parents/carers the RSE / PSHE books at book looks and parent evenings.

8.4 Pupils

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

All pupils are expected to attend RSE and PSHE lessons as they are statutory subjects.

Pupils should always feel confident to ask if they have a question or raise concern to a trusted adult in school and their parent/carer.

9. Parents' right to withdraw

Parents do not have the right to withdraw their children from RSE and PSHE lessons. Under UK statutory law, parents cannot withdraw their children from Relationships Education because it is a mandatory requirement under the Children and Social Work Act 2017, designed to ensure all pupils acquire the essential life skills and knowledge needed to stay safe, healthy, and build positive relationships.

If a child ever asks a question which is deemed for Key Stage 3 or it is not in our RSE school curriculum then this is shared with the parent/carer to speak with their child about it.

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. KAPOW includes bespoke teacher training within the lesson format and learning objectives and success criteria are clearly laid out. Aspects of the lesson explain how the content also links to British Values. Staff attend whole school CPD sessions twice a year and can ask for additional training if they feel they need more.

The headteacher may also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RSE when appropriate.

11. Monitoring arrangements

The delivery of RSE is monitored by the Headteacher through:

- Planning scrutinies, learning walks, book looks, pupil voice, parental feedback
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
- The RSE and PSHE lesson aims to meet the needs of the cohort so there may be times when the order of delivery of the lessons is changed. Parents/carers would be informed of this change in the Termly RSE curriculum maps shared prior to each term.

This policy will be reviewed by the Head Teacher/ PSHE, RSE coordinator every 2 years.

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