



Relationships, Sex Education and Health Education Policy Oct 2026

1. Why do we teach Relationships, Sex Education and Health Education?

Our Kilburn Junior School policy is in line with current regulations from the Department of Education (DfE) on Relationships Education, Relationships and Sex Education (RSE) and Health Education (2025). Relationships Education and Health Education are taught in this school as statutory subjects (see appendix 2 for what should be covered in Primary Schools regarding RHE). Elements of sex education, though non-statutory, are also part of an integrated PSHE programme of work. For the purposes of this policy we will refer to Relationships Education and Sex Education as combined subjects, as any learning about the physical and sexual aspects of growing up is taught in the context of positive healthy relationships.

Relationships and Health Education make a significant contribution to our school's legal duties to

- prepare pupils for the opportunities, responsibilities and experiences of adult life
- promote the spiritual, moral, social cultural mental and physical development of pupils

It is taught in the context of the four core beliefs of the EMBARK Federation Multi- Academy Trust: Family, Integrity, Teamwork and Success.

Relationships and Health Education is defined by the PSHE Association as learning about the emotional, social, cultural and physical aspects of growing up, relationships, human sexuality and sexual health', diversity and personal identity. **This content is delivered in an age-appropriate way in our school with regard to the age and stage of pupil. RHSE involves a combination of sharing information and exploring issues and values. RHSE is not about the promotion of sexual activity.**

The aim of RSE in our school is to equip children and young people with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and to take responsibility for their health and wellbeing.

We recognise the central importance of relationships in supporting children and young people's wellbeing and mental health, academic achievement and future success. We aim to put in the key building blocks of healthy respectful relationships, focusing on family and friendships, in all contexts, including online. Our programme also aims to support pupils in their personal development with regard to attributes such as kindness, integrity, generosity and honesty. These approaches support the wider work of building resilience in our pupils.

At Kilburn Junior School we deliver age-appropriate relationship education as an integrated part of our Inspire Curriculum following our PSHE programme. We recognise the prevalence of information and attitudes about relationships and health that children and young people are exposed to and aim to provide an environment where they can receive reliable information about their bodies and feel comfortable to ask questions, rather than turn to inappropriate sources. We take a rights-based approach to relationships and health education.

We focus on attitudes, values and skills as well as knowledge and understanding. This will include developing self-esteem, the skills to manage relationships and most importantly keeping themselves safe in all their relationships.

At Kilburn Junior School, we recognise the impact of social media, the media and the digital world on our children and young people. We aim to deliver an RHSE programme that recognises and addresses this to ensure that pupils know how to keep themselves and their personal information safe.

What does our RSE Curriculum Include?

The DfE recognises the following elements to Relationships Education:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Changing Adolescent Body (Puberty)

In Lower Key Stage 2 (age 7-9) pupils learn about changes in friendships, relationships and families; how to be a good friend online and offline; managing conflict in friendships; how and why their bodies are changing (including menstruation for girls in Year 4); staying safe online; about gender stereotypes and their impact; about feelings and how to cope with them; that a male and a female are needed to make a baby; what a baby needs, about privacy, boundaries and secrets and who to talk to if they feel anxious or unhappy.

In Upper Key Stage 2 (age 9-11) pupils learn about the important relationships in their life; about how to show love to others; the different kinds of families and partnerships; about marriage and stable loving relationships and their importance for having babies and bringing up children; how to recognise healthy and unhealthy relationships; the different types of bullying, why they are unacceptable and how to respond; the physical and emotional changes in puberty, including menstruation, and how to cope with them; how babies are conceived, how they develop and are born and the impact of social media on self-esteem, body image, health and safety and ways to manage this.

Some elements of sex education are statutory. Learning about 'the changing adolescent body' is part of statutory Health Education. Children will learn key facts about puberty including physical and emotional changes, about menstruation and the key facts about the life cycle.

National Curriculum science is also statutory and includes the following:

Key Stage 2

- Describe the differences in the life cycle of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

Policy 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 primary academy school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Kilburn Junior School we teach RSHE 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 share their views about the policy and its content
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

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 overview 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

For more information about our RSE curriculum, see Appendices 1 and 2.

7. Equality

Kilburn Junior School delivers RHSE with regards to the Equality Act 2010 and observance of the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation. We recognise that children have varying needs regarding RHSE depending on their circumstances and background.

The school believes that all people should have access to RHSE that is relevant to their particular needs. To achieve this, the school's approach to RHSE recognises that:

- We will consider the particular needs of boys and girls, and use approaches that will actively engage them. We shall also be proactive in combating sexism, misogyny, sexualised behaviour and sexist bullying. We will foster healthy and respectful peer-to-peer communication and behaviour between boys and girls.
- Some pupils may have learning, emotional or behavioural difficulties, or special educational needs or disabilities (SEND) that result in particular RHSE needs at times, which we will support. It may also mean that they have difficulty accessing the RHSE curriculum. We will ensure that RHSE is accessible to all pupils through high quality teaching that is differentiated and personalised. We will also be mindful of preparing for adulthood outcomes as set out in the SEND code of practice when teaching these subjects to those with SEND and we will consult parents accordingly.
- Different ethnic cultural and religious groups may have different attitudes and beliefs with regard to RHSE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for and understanding of the views of different ethnic, cultural and religious groups in line with safeguarding and school's statutory duty to keep pupils safe and deliver certain elements of the statutory RHSE curriculum.
- 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).
- Our approach to RHSE will reflect this and teaching will be sensitive and age appropriate both in content and approach. This content will be integrated into the programme rather than as a stand-alone lesson or unit. We actively tackle homophobic bullying and attitudes.
- We recognise that our pupils may come from a variety of family situations and home backgrounds. We will take care to ensure that there is no stigmatization of children based on their home circumstances and deliver the curriculum sensitively and inclusively.

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSHE 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 governing board has delegated the approval of this policy to the headteacher.

8.2 The Headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from the non-statutory/non-science components of RSE (see section 8).

8.3 Staff

Staff are responsible for:

- › Delivering RSHE 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 RSHE

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.

8.4 Pupils

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

9. 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/non-science components of sex education within RSHE.

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.

10. Training

Staff are trained on the delivery of RSHE as part of their induction and it is 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 RSHE.

11. Monitoring arrangements

The delivery of RSE is monitored by the science and PHSCE coordinator through:

the monitoring of resources, completed written work, planning scrutinies, learning walks, etc.

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

This policy will be reviewed by the headteacher bi-annually. At every review, the policy will be approved by the governing body.



Appendix 1: Relationships and sex education Curriculum Overview

Year 3

Recognise and challenge gender stereotypes

- I can discuss gender stereotypes.
- I understand that stereotyping people is a type of prejudice.
- I can challenge gender stereotypes.

Recognise personal qualities

- I can identify personal qualities.
- I know my own skills and strengths.
- I can identify choices – what would they like to do when they are older?

Understand the Human Lifecycle

- I can identify what happens at different stages of our lives. I can order the stages of the human lifecycle

Year 4

Understand the SRE Code

Understand the changes that can and can't be controlled.

- Living and Growing Unit 2
- I understand the changes that I can and cannot control
- I get older and that correct decisions are important.
- I understand what can and cannot be controlled.

Boys only: Understand the changes that take place in a boy's body during puberty.

- Living and Growing Unit 3
- Programme 1- Changes
- I know the differences between girls and boys.
- I know the changes that will occur in a boy's body during puberty.

Girls only: Understand the changes that take place in a girl's body during puberty.

- Living and Growing Unit 3
- Programme 1- Changes
- I know the changes that will occur in a girl's body during puberty.
- I know what Menstruation is

Understand how feelings and emotions are linked to change as we grow up.

- Living and Growing Unit 1
- Programme 3- Growing up
- Consolidate children's understanding of physical changes.
- I can identify changes I am in control of and discuss how my choices now might affect my future.
- I understand emotional changes that take place as we grow up.

Year 5

Understand the SRE Code

- "SRE Pledge"
- Overview and attitude to subject
- Recall principal organs' names and functions.

Understand emotional wellbeing, changing feeling and interests.

- "Bring Me Sunshine"
- "How are you feeling?"

Vocabulary:

height, hips, body odour, acne, mood swings, growth spurt, hair, voice, puberty, periods, menstruation, penis, breasts, vagina, testicles, interests, enthusiasms, empathy, feeling, emotions, reflection, managing emotion

<p>Understand the term Puberty</p> <ul style="list-style-type: none"> • Living and Growing DVD 4 'Changes' • "How do we change." • "Sort the changes" 	<p>Vocabulary: puberty, height, hips, body odour, acne, mood swings, growth spurt, breasts, hair, voice</p>
<p>Recap and Understand some of the Bodily Changes</p> <ul style="list-style-type: none"> • "Changes to the body" • "Girl Talk and Boy Talk" <p>Living and Growing DVD 7 & 8</p>	<p>Vocabulary: bladder, penis, scrotum, sperm duct, testicle, urethra, cervix, fallopian tube, ovary, vagina, womb, pubic hair</p>
<p>Year 6</p>	
<p>Understand the SRE Code</p> <ul style="list-style-type: none"> • "SRE Pledge" • Overview and attitude to subject • Recall principal organs' names and functions. <p>Recap and understand bodily changes</p> <ul style="list-style-type: none"> • "Changes to the body" • "Girl Talk / Boy Talk" <p>(Boys and girls will now learn about the changes that occur during puberty in the opposite gender)</p> <p>Living and Growing DVD 7 & 8</p>	<p>Vocabulary: height, hips, body odour, acne, mood swings, growth spurt, hair, voice, puberty, periods, menstruation, penis, breasts, vagina, testicles</p> <p>interests, enthusiasms, empathy, feeling, emotions, reflection, managing emotion</p>
<p>Understand how babies are made</p> <ul style="list-style-type: none"> • Living and Growing Unit 2 Programme 5- How Babies are Made • "How does a baby start?" <p>"Fertilisation game"</p>	<p>Vocabulary: egg/zygote, sperm, fertilization, ovaries, fallopian tube, womb, cervix, urethra, uterus, penis, testicles, scrotum, vagina, intercourse</p>
<p>Understand how babies are born</p> <ul style="list-style-type: none"> • Living and Growing Unit 2 Programme 6- How Babies are Born? • "How is a baby born?" <p>"What a big baby!"</p>	<p>Vocabulary: mother, father, womb, umbilical cord, amniotic fluid/sack, labour, midwife, contractions, cervix, vagina, birth, placenta, premature, incubator</p>



Appendix 2: By the end of their time at Kilburn Junior School pupils should know

TOPIC	PUPILS SHOULD KNOW
<p>Families and people who care about me</p>	<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
<p>Caring friendships</p>	<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
<p>Respectful relationships</p>	<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

TOPIC	PUPILS SHOULD KNOW
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 withdrawal from sex education within R\$HE form

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			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom