



Relationships and Sex Education Policy

Approved by:	Lisa Lane and Govenors	Date: September 2026
Last reviewed on:	September 2026	
Next review due by:	September 2027	

Rationale:

At Thomasson Memorial School we believe that everyone's physical, moral cultural, spiritual and intellectual developments are all influenced by the individual's own feelings towards themselves and their relationships with others.

Sexuality is an integral part of everyone's personality; of what they are physically, what they feel emotionally and how others perceive them in terms of gender and expectations.

Relationships and Sex Education provides an understanding that caring, environments are essential for the development of a positive self-image and that individuals are in charge of and responsible for their own bodies and minds. It encourages the acquisition of skills and attitudes, which allows pupils to manage their own relationships within a healthy responsible lifestyle.

Our-Relationships and Sex Education programme is planned to provide opportunities for the children to develop an understanding of their own and others sexuality and to develop skills that promote and maintain positive relationships. Relationships and Sex Education is one part of the Personal, Social, Health Education Curriculum that is delivered through the Jigsaw Programme at Thomasson Memorial School.

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 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 maintained special school, we must provide Relationships and Health education to all primary pupils and Relationships and Sex Education (RSE) and Health Education to all Secondary Pupils as per section 34 and 35 of the [Children and Social Work Act 2017](#).

In teaching RSHE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (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 Thomasson Memorial 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 look at the policy and ask questions/discussion points.
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.

4. Definition

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.

Primary Relationships and Health Education will:

- Teach the skills and knowledge that form the building blocks of all positive relationships
- Support children from the start of their education to grow into kind, caring adults who:
 - Have respect for others
 - Know how to keep themselves safe
 - Have emotional awareness
- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing
- Aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health

Secondary Relationships, Sex and Health Education will:

- Provide young people with the information they need to develop healthy, safe and nurturing relationships of all kinds
- Focus on pupils having respect for themselves and others

- Cover a range of topics, including topics related to abusive behaviour, along with teaching pupils how to stay safe, including online
- Combine sharing information with exploring issues and values
- Emphasise the relationship between physical health and mental wellbeing
- Aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health
- Support pupils to understand their changing bodies and their feelings, how to protect their own health and wellbeing, and when a physical or mental health issue requires attention
- Build on the primary health and wellbeing curriculum content

5. Curriculum

Our curriculum is set out as per Appendix 1 but will be adapted and differentiated as necessary to meet the cognitive ability of individual pupils and cohorts

At Thomasson we use the 'Jigsaw Mindful approach to PSHE' Scheme of Work.

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.

Whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g., the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

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).

Pupils also receive stand-alone sex education sessions delivered by a trained member of staff.

Notification of when RSE is being taught at Primary is stated on the class termly overviews. Additional letters will be sent out to the parents of those children in Year 5/6 forewarning the teaching of puberty and reproduction

Primary Relationships and Health Education focuses on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe, including:

- Families and people who care for me
- Caring friendships

- Respectful, kind relationships
- Online safety and awareness
- Being safe

Health education will:

- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing

Primary sex education taught in year 5 and/or year 6 will be taught in line with the National Curriculum for science, and focus on:

- The main external body parts
- The human body as it grows from birth to old age (including puberty)
- Reproduction in some plants and animals
- How a baby is conceived (in line with the factual curriculum of conception set out in the science curriculum)

Secondary Relationships, Sex and Health Education focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships, including:

- Families
- Respectful relationships, including friendships
- Online safety and awareness
- Being safe
- Intimate and sexual relationships, including sexual health

Health education will build on the primary health and wellbeing curriculum content.

RSHE complements several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching. The RSHE curriculum will be delivered by appropriately trained members of staff.

Teachers will make sure that pupils understand the importance of equality and respect and learn about the law. This will include learning about the rights and protections from discrimination relating to the protected characteristics, including gender reassignment as set out in the Equality Act 2010, by the end of their secondary education.

The school will:

- Make sure that all pupils are taught the facts and the law about biological sex and gender reassignment, recognising that people have legal rights by virtue of their biological sex which are different from the rights of those of the opposite sex with the protected characteristic of gender reassignment. Pupils will also be taught to recognise that people with the protected characteristic of gender reassignment, as with the other protected characteristics, have protection from discrimination and should be treated with respect and dignity
- Be mindful in teaching the facts and the law about biological sex and gender reassignment that beyond the facts and the law about biological sex and gender reassignment there is significant debate

- Not endorse any particular view or teach this as fact – for example, the school will not teach as fact that all people have a gender identity
- Avoid:
 - Any language or activities that repeat or enforce gender stereotypes
 - Any suggestion that social transition is a simple solution to feelings of distress or discomfort

It is important for secondary pupils to know what the law says about certain topics covered in RSHE, particularly in relation to the law and young people. This will help pupils identify what is right and wrong, and can provide a foundation of knowledge for deeper discussion. These topics include, but are not limited to:

- Marriage, including forced marriage and civil partnerships
- Consent, including the age of consent
- Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty
- Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour
- Online behaviours including image and information sharing (including sexual imagery, making or sharing nudes and semi-nudes and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse, including grooming and sextortion
- Pornography
- Abortion
- The protected characteristics
- The age of criminal responsibility

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

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.

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 non-statutory/non-science 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
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny/misandry, homophobia, sexual violence/harassment, derogatory behaviour and stereotypes
- Where misogynistic ideas are expressed at school, challenging the ideas, rather than the person expressing them
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) Tanya Reynolds.

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.

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

Primary Pupils

Parents do not have the right to withdraw their children from Relationships or Health Education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. Therefore, parents have the right to withdraw their child from specific lessons within the Jigsaw Changing Me Puzzle (unit) that explicitly teach human reproduction.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

Secondary Pupils

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE 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 RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by Rachel Sanderson, PSHE Lead through:

- planning monitoring
- learning walks
- lesson observations
- book monitoring

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

This policy will be reviewed by Lisa Lane, Headteacher - annually. At every review, the policy will be approved by the governing board.

Next review – September 2028

Appendix 1: Curriculum Map for Primary and Secondary

KS1-KS2 Medium Term Plan for PSHE

		A	B
Autumn	1	<u>Being Me (Year 1)</u> - I understand what it means to feel safe and happy. - I understand the rights and responsibilities as a member of my class. - I know my views are valued. - I can recognise the choices I make and understand the consequences.	<u>Being Me (Year 2)</u> - I can identify some of my hopes and fears for this year. - I understand the rights and responsibilities for being a member of my class and school. - I can listen to other people and contribute my own ideas about rewards and consequences. - I can recognise the choices I make and understand the consequences.
	2	<u>Celebrating Difference (Year 1)</u> - I can identify similarities between people in my class. - I can identify differences between people in my class. - I can tell you what bullying is. - I know some people who I could talk to if I was feeling unhappy or being bullied. - I know how to make new friends. - I can tell you some ways I am different from my friends.	<u>Celebrating Difference (Year 2)</u> - I am starting to understand that sometimes people make assumptions about boys and girls. - I understand that bullying is sometimes about difference. - I can recognise what is right and wrong and know how to look after myself. - I understand that it is ok to be different from other people and to be friends with them. - I can tell you some ways I am different from my friends.
Spring	1	<u>Dreams and Goals (Year 1)</u> - I can set simple goals. - I can tell you about things I do well. - I can set a goal and work out how to achieve it. - I can tell you how I learn best. - I understand how to work well with a partner. - I can celebrate an achievement with my partner. - I can identify how I feel when I am faced with a new challenge. - I can identify obstacles which make it more difficult to achieve my new challenge and work out how to overcome them.	<u>Dreams and Goals (Year 2)</u> - I can choose a realistic goal and think about how to achieve it. - I carry on trying even when I find things difficult. - I can tell you some of my strengths as a learner. - I can recognise who I work well with and who it is more difficult for me to work with. - I can tell you how working with other people helps me learn. - I can work well in a group. - I can work with others in a group to solve problems. - I can tell you some ways I worked well with my group.

	2	<u>Healthy Me (Year 1)</u> • I understand the difference between being healthy and unhealthy. • I know some ways to keep myself healthy. • I know how to keep myself clean understand how germs cause illness. • I understand that medicines can help me if I feel poorly and I know how to use them safely. • I know how to keep safe when crossing the road. • I know who can help me to stay safe.	<u>Healthy Me (Year 2)</u> • I know what I need to keep my body healthy. • I can show or tell you what relaxed means. • I know some things that make me feel relaxed and some that make me feel stressed. • I understand how medicines work in my body and how important it is to use them safely. • I can sort foods into the correct groups and know which foods my body needs every day to keep me healthy. • I can make some healthy snacks and explain why they are good for my body. • I can decide which foods to eat to give my body energy.
Summer	1	<u>Relationships (Year 1)</u> • I can identify the members of my family and understand that there are lots of different types of families. • I can identify what being a good friend means to me. • I know appropriate ways of physical contact to greet my friends. • I know who can help me in my school community. • I can recognise my qualities and a person and friend. • I can tell you why I appreciate someone who is special to me and how I feel about them.	<u>Relationships (Year 2)</u> • I can identify the different members of my family and understand my relationship with them. • I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. • I can identify some of the things that cause conflict with my friends. • I can understand that sometimes it is good to keep a secret and sometimes it is not. • I recognise and appreciate people who can help me in my family, my school and my community.
	2	<u>Changing Me (Year 1)</u> • I am starting to understand the life cycles of animals and humans. • I can tell you some things about me that have changed and some things that have stayed the same. • I can tell you how my body has changed since I was a baby. • I can identify the parts of a body that make boys and girls.	<u>Changing Me (Year 2)</u> • I can recognise cycles of life in nature. • I can tell you about the natural process of growing from young to old. • I can recognise how my body has changed since I was a baby. • I can recognise the physical differences between boys and girls. • I understand that there are different types of touch.

KS3 Medium Term Plan for PSHE

		A	B
Autumn	1	Being Me (Year 7) Big Question: How do I fit into the world I live in? • I can recognise that identity is affected by a range of factors. • I understand how peer pressure operates within groups. • I can recognise how I present myself online. • I understand what can influence my behaviour online. • I can maintain positive on and offline relationships.	Being Me (Year 8) Big Question: Can I choose how I fit into the world? • I can appreciate that identities are complex and can change over time. • I can understand about collective and individual identities and cultural diversity. • I can define what stereotypes are. • I understand that first impressions can lead to judgements that may be misinformed. • I understand that there are a range of beliefs within any community and I can recognise the beliefs I hold as important to me.
	2	Celebrating Difference (Year 7) Big Question: Do we need to feel 'the same as' to belong? • I can describe what prejudice and discrimination are. • I can challenge my own and others' attitudes and values, accepting differences in others. • I can understand the wide range of roles in society and the variety of individuals that operate within them. • I understand what stereotyping means and its potential impact. • I understand that positive and negative discrimination can be in different forms and how it can affect people's lives. • I understand what bullying is and some of the reasons for bullying behaviour.	Celebrating Difference (Year 8) Big Question: How different are we really? • I can give examples of individuals who have made a positive contribution despite prejudice and discrimination. • I can describe what inequality means in the UK. • I can give examples of social injustice. • I can define what is and what is not bullying. • I can make a positive contribution to my community. • I understand how respect and equality, or the lack of these, affects relationships.
Spring	1	Dreams and Goals (Year 7) Big Question: Can my choices affect my dreams and goals? • I can identify my dreams and goals and recognise that these may change over time. • I can identify some of the skills that may benefit my future, including employment. • I can use my experiences, including mistakes and setbacks, to make appropriate changes to my plans and behaviour. • I can explain how responsible choices enable me to move towards my dreams and goals.	Dreams and Goals (Year 8) Big Question: Can the choices I make now influence my future? • I can identify the careers that interest me and the skills I need to develop and how these can be linked to short-term and long-term goals. • I understand some of the positive and negative roles that money can play in society. • I can describe how my activity online can be both positive and negative. • I can explain why it is important to keep track of spending.

		- I can explain how being part of a gang can lead to negative outcomes. - I understand that the choices I make affect my relationships, health and future.	I understand the variations in income across the world.
	2	Healthy Me (Year 7) Big Question: To what extent am I responsible for my mental and physical health? - I can explain ways to help myself when I feel stressed. - I understand how my health can be affected by my emotions. - I know about different substances and the effects they have on the body. - I understand the positive impact of healthy lifestyle choices. - I understand the role of vaccinations and can explain differing views on this. - I can summarise some key things I can do to sustain my wellbeing.	Healthy Me (Year 8) Big Question: Can I become more responsible for my health and happiness? - I understand how health can be affected by emotions and know a range of ways to keep myself well and happy. - I can recognise when I feel stressed and the triggers associated with this. - I know about different substances and the effects they have on the body and why some people use them. - I understand what the law says about substance use and possession. - I understand the role of medicines and can explain differing views on this.
Summer	1	Relationships (Year 7) Big Question: What can make a relationship healthy or unhealthy? - I can identify characteristics of positive relationships and what expectations might be of having a romantic relationship. - I can identify the supportive relationships in my life and how to manage any changes in these. - I can identify why people sometimes fall out and how to manage conflict within my friendship. - I understand that discernment is an important skill when looking at the media. - I can recognise when to use assertiveness in some of my relationships and what is meant by consent.	Relationships (Year 8) Big Question: Because I'm worth it...or am I? - I understand that relationships affect everything we do in our lives and that relationship skills have to be learned and practiced. - I understand that all relationships have positive and less positive aspects. - I can define what is meant by personal space and how this varies across my relationships both online and offline. - I understand what is meant by control, power balance and coercion in a relationship. - I understand how to use social media appropriately, safely and legally.
	2	Changing Me (Year 7) Big Question: How do I feel about becoming an adult? - I can understand the changes that happen during puberty and that practices such as FGM are forms of abuse. - I know how a baby is conceived naturally and that there are other ways a baby can be conceived.	Changing Me (Year 8) Big Question: What factors can make an intimate relationship happy and healthy? - I know different types of close, intimate relationships that people can have. - I understand the positive aspects of having a girlfriend or boyfriend.

		• I can identify some of the roles and responsibilities of being a parent. • I know that the media can have a positive or negative impact on a person's self-esteem or body image. • I know some of the changes in my brain and in my emotions during puberty.	• I can understand the range of feelings associated with attraction. • I know that pornographic images do not reflect reality. • I can list some risks associated with drinking too much alcohol, including unprotected sex and non-consensual sex.
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Request to withdraw my child 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			

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	