THE KING'S SCHOOL CANTERBURY
JUNIOR KING'S

Relationships Health and Sex Education Policy
(RHSE Policy)

The policy is applicable across the whole school, including EYFS

Responsible People: Life Skills Coordinator, Deputy Head (Pastoral) and Sister-in-Charge.

Latest Review Completed: September 2026

This policy covers our school's approach to Relationships and Sex Education (RSE) and should be read in tandem with the school's Life Skills policy. It was produced by the Life Skills Coordinator, in consultation with the Deputy Head (Pastoral) and the Sister-in-Charge. At Junior King's we are aware that children in school experience the transition phase between primary and secondary school and the RSE policy seeks to formalise the support framework for pupils' ongoing emotional and physical development.

Policy Aims

RSE at Junior King's aims to prepare pupils to make decisions so as to be safe and happy in their relationships. We believe that RSE is a lifelong learning and essential to an individual's development. We view the partnership of home and school as vital in providing the context for pupils to learn about this. We ensure that RSE is inclusive and meets the needs of all our pupils as well as making it accessible to all pupils with SEND because we believe that an integrated, whole-school approach to the teaching and promotion of health and wellbeing will have a positive impact on behaviour and attainment. Content will be presented in ways that match how different learners process information, communicate, and feel safe engaging; a strong approach that blends clarity, flexibility, and consistency. Some strategies used by Life Skills teachers agreed in consultation with the SEN department are:

- Start with **clear, structured delivery**. Break content into small, predictable chunks and use consistent lesson routines so pupils know what to expect. Pre-teach key vocabulary (e.g., "consent," "privacy," "boundaries") and revisit it often using simple, concrete definitions.
- Use **multi-sensory teaching** wherever possible. Combine visuals (symbols, diagrams, short videos), spoken explanation, and hands-on activities. Visual supports like social stories, comic strips, and sequencing cards are especially effective for explaining relationships and social situations.
- Be **explicit rather than implied**. Many neurodiverse pupils (particularly autistic learners) benefit from direct teaching of social rules and expectations. Don't assume inference—spell things out clearly (e.g., what "appropriate touch" means in specific contexts).
- Create a **safe and predictable environment**. Establish clear ground rules, give opt-out or "pause" options, and provide quiet spaces if topics feel overwhelming. Some pupils may need content introduced more gradually or revisited more frequently.
- Build in **repetition and overlearning**. Key messages (like personal safety, consent, and boundaries) should be revisited across multiple lessons and formats to support retention.
- Use **real-life, concrete examples**. Abstract ideas (like emotional boundaries) become more accessible when linked to familiar scenarios. Role-play and scenario-based discussions can help—but should be carefully structured and supported.
- Ensure **communication accessibility**: Use plain language and avoid idioms or ambiguous phrasing.

It should be noted that RSE at no point promotes sexual orientation or activity.

The School's RSE curriculum helps pupils :

- to recognise what constitutes a positive, healthy relationship;
- to respect themselves as well as others;
- build self-esteem and explore their identity without fear:
- to develop the skills and correct vocabulary to form and maintain positive and healthy relationships;
- to get to know the features of positive and stable relationships (including trust, mutual support, honesty, equality) and those of unhealthy relationships (including imbalance of power, coercion, control, exploitation, abuse of any kind) and to acquire this knowledge within context;
- to gain knowledge about the nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children;
- to understand the importance of friendship and to begin to consider love and sexual relationships in this context;
- to acknowledge and respect the right not to have intimate relationships until ready;
- to begin to understand about readiness for sex and the benefits of delaying sexual activity;
- to begin to understand and regulate feelings that come with being in a relationship;
- know the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given).

Roles, Responsibilities and Curriculum Design

Roles and responsibilities

At Junior King's RSE programme is planned by the Life Skills Coordinators and the Deputy Head (Pastoral) who ensure that staff are supported and up to date with policy changes. It has been adapted in light of the Statutory Guidance https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education__RSE__and_health_education__for_intro_1_September_2026_.pdf for introduction in September 2026. We are kept informed and resourced through our membership of the PSHE Association and Jigsaw, among others.

Regular reviews, discussions, staff self-evaluations surveys and development through training and inset days takes place to ensure that:

- teachers understand the material and the associated legislation;
- the programme fully meets the needs of all pupils and their changing world
- the programme remains inclusive.

In accordance with ISI guidance, the school ensures that RSE is delivered in a balanced and objective manner, enabling pupils to develop informed understanding without exposure to partisan or biased views. The delivery of RSE is routinely monitored through lesson observation, curriculum review and professional dialogue to ensure consistency, appropriateness and alignment with the school's aims and values.
Governors contribute to the RSE policy and are informed about the curriculum through meetings with the Head of Safeguarding and the Life Skills Coordinator. The last meeting took place in April 2026.

Design and Implementation

RSE will outline that there are different types of committed, stable relationships as well as the importance of marriage. It aims to help children understand how relationships might contribute to human happiness. We also aim to help pupils know the difference between fact, opinion and belief in order to make informed decisions regarding RSE and Health. At Junior King's we are aware that mental well-being is central to the teaching of all subjects. We are also aware that young people are increasingly experiencing challenges in their lives and feelings of loneliness are increasing expressed. As our whole school approach to Life Skills, the Life skills coordinator works closely with our Chaplain, SENCO coordinator, our Diversity, Equity and inclusion Lead and Heads of sections to promote and raise awareness of the importance of Mental Health and wellbeing.

The programme will be delivered by Designated teachers, who will be supported by the Health Centre nurses, during planned Life Skills lessons. This programme is in addition to and complemented by the planned Science curriculum.

The RSE programme aims to be progressive where key elements are revisited year on year, ensuring that the subject matter and discussions are delivered in a way that matches the ages and developmental maturity of the pupils (a brief summary is listed in the Appendix). We are members of the PSHE Association and, alongside other resources, implement a range of their materials and teaching strategies into our RSE curriculum.

Teachers and Health Centre nurses are encouraged to evaluate all RSE lessons, and to feedback to the Life Skills Coordinator and the Deputy Head (Pastoral). Some sessions will be led by the Health Centre nurses, generally for Years 5-8.

Pupils are given opportunities to review and reflect on their own learning and discovery, both during and after lessons. A baseline assessment takes places at the beginning of topics and an end of topic checkpoint at the end of each unit. We use an ipsative assessment approach which evaluates pupils' progress by comparing their current performance to their own past performance.
Their 'voice' by way of open requests for additional sessions as well as anonymous audits for inclusion of other topics and suggestions are seriously considered and where possible featured into future planning.

When an individual child asks explicit or difficult questions during a RSE session, it may be considered more appropriate to address some issues individually. Children concerned about their own sexual and emotional development will be encouraged to talk about it with an appropriate adult. If the teacher feels that they are not able to deal with the issue alone, they will take this concern to the Life Skills coordinators. All pupils are reminded of the designated members of staff they can go to in order to carry on conversations and discussions outside of the programme if they are worried or anxious about any of the RSE subject matter. Teachers will acknowledge the pupil's feelings, answer queries in an impartial manner and report matters if necessary to the school Pastoral Welfare Committee (PWC) or Safeguarding lead, detailed in the following paragraphs.

Safeguarding

At Junior King's we are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In such circumstances, staff will follow the processes outlined in the school's Safeguarding and Child Protection Policy.

Any visitors and external agencies used to supplement the delivery of RSE will be informed of the school's safeguarding protocols. They will also be provided with the school's RSE Policy in advance, so as to ensure that they understand, and are fully supportive of, the whole school approach.

Parental and Guardian Involvement

The school expects parents to share the responsibility of puberty and sex education and to support their children's personal, social and emotional development. The role of the parent/guardian is reinforced by the school. We communicate with parents and guardians before beginning our RSE and Puberty-specific topics (which forms part of the Life Skills curriculum here at JKS), to ensure that they are fully aware of both the timings and the content of the programs. Resources are shared with parents and meetings are held if the need arises. A consultation process will be held with parents in the 2026/27 academic year to inform parents of the Life Skills curriculum and changes to the curriculum. Parents do not have the right to withdraw their child from statutory Relationships Education or from the Science curriculum. Where any elements of sex education are taught beyond the National Curriculum Science programme, parents may request withdrawal in accordance with Department for Education guidance.
We welcome parental views on effective RSE education through parent teacher meetings and other means.

Pupil Involvement

Pupils are expected to attend scheduled Life Skills sessions and activities relating to RSE through timetabled and supplementary sessions where arranged. We use ipsative assessment to measure progress and pupils are given a baseline assessment before starting a topic and at the end of the topic. They are encouraged to support one another with any issues that may arise and be considerate of other people's feelings and beliefs. Pupils are made aware of the importance of abiding by the class ground rules which creates a safe space for open discussion. Teachers work hard to maintain a culture where pupils feel comfortable to talk to a member of staff regarding any concerns they may have in school relating to relationships, sex education or otherwise.

Monitoring Arrangements

The RSE programme is regularly reviewed to identify opportunities for improvement and to incorporate guideline and statutory changes. Throughout the academic year pupils comment on their experience in Life skills through reflection sheets and they are asked to complete a survey at the end of the year to provide feedback to evaluate the management of activities, the range of topics, the teaching process, and the degree of success in meeting our aims which are then fed back into the planning of RSE and Life Skills as a whole.

Legislation (Statutory Regulations and Guidance)
Documents that inform the school's RSE policy and lessons include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping Children Safe in Education - Statutory safeguarding guidance (2025)
- Children and Social Work Act (2017)

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2025)

RSE Review Date

This policy will be reviewed in June 2027 unless updates have been issued on any of the above legislation.

Appendix

RSE and Life skills curriculum: Years 3-8

We have a spiral curriculum that revisit topics year after year, building on previous knowledge.

We have divided all the topics we teach into six main topics that we focus on each year. They are:

Being in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me

Years 3 and 4

- Setting personal goals.
- Being part of a team.
- Being a school citizen.
- Families and their differences.
- Managing feelings and bereavement.
- Healthy and safe choices.
- My body, including the correct terminology for body parts.

Year 5

- Who am I and how do I fit?'
- Respect for similarity and difference. Anti-bullying and being unique.
- Aspirations, how to achieve goals and understanding the emotions that go with this.
- Being and keeping safe and healthy.
- Influence of online and media on body image.
- Puberty for boys and girls.
- My body, including the correct terminology for body parts.
- Coping positively with change.
- Loss and bereavement.

Year 6

- Global citizenship.
- Understanding bullying.
- Making a difference in the world.
- Managing stress.
- Healthy friendships
- Managing feelings and bereavement.
- Puberty and changes, physically and emotionally. (Delivered by the Health Centre)
- Puberty, types of friendship, the year ahead

Year 7

- Unique me, differences & conflict, my influences
- Bullying, prejudice & discrimination (positive and negative) and Protective characteristics.
- Celebrating success, identifying goals, employment.
- Stress and anxiety, managing mental health.
- Fake news and social media.
- Characteristics of healthy relationships.

- Puberty changes (delivered by the Health Centre)
- Protected characteristics

Year 8

- Prejudice and discrimination.
- Bullying
- Protected characteristics
- Social injustice, inequality, community cohesion and support, multiculturalism, diversity, race and religion.
- Qualifications, careers, budgeting, variation in income and positive and negative impact of money.
- Stress triggers and help tips.
- Social media and relationship with self, negative self-talk, managing a range of relationships and peer on peer abuse.
- Fake news and social media.
- Continuation of Puberty changes (delivered by the Health Centre)
- The impact of pornography
- Types of close intimate relationships, physical attraction, and love.
- Misogyny; what it is and the impact it has on someone's life.

Consent is taught throughout school and revisit each year. It is always age appropriate and when appropriate in year 7 and 8, this is taught in the context of what constitute a healthy relationship in the RSE programme.