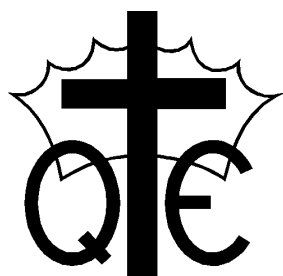


Queen Eleanor's C of E Junior School



Relationships, Sex and Health Education Policy

Date adopted:	22.06.26		Last reviewed:	
Review cycle:	Yearly		Is this policy statutory?	No
Approval:	Local Committee		Author:	Jo Davies
Next review Date	220.6.27			

Revision record

Minor revisions should be recorded here when the policy is amended in light of changes to legislation or to correct errors. Significant changes or at the point of review should be recorded below and approved at the level indicated above.

Revision No.	Date	Revised by	Approved date	Comments
1	June 2026	Jo Davies	June 2026	Policy updated to meet the requirements for RSHE Statutory changes ready for September 2026.

Definition, Aims and Rationale

At Queen Eleanor's, we believe that in order to embrace the challenges that growing children may be faced with in creating a happy and successful adult life, children need knowledge that will enable

them to make informed decisions about their wellbeing, health and relationships. Children can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situation in their lives. The teaching of RSE can support young people to develop resilience, to know how and when to ask for help and to know where to access support.

RSE can teach skills that help prepare pupils for the opportunities, responsibilities and experiences of adult life.

RSE reaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with peers and adults.

Inclusivity and equality

- We ensure RSE is inclusive and meets the needs of all pupils, including those with special educational needs and disabilities (SEND), by adapting teaching approaches, resources, and support.
- We ensure RSE fosters equality by representing diverse families, relationships, and experiences and challenging stereotypes.
- We comply with the Equality Act 2010 by ensuring that teaching actively promotes respect, prevents discrimination, and reflects the protected characteristics within the law.

Intended outcomes

Through our RSE programme, pupils will:

- Know and understand positive, healthy relationships and their bodies.
- Know how to seek support
- Understand they have a responsibility to treat others with empathy and respect.
- Develop the skills of communication, empathy, critical thinking, and decision-making.
- Develop the attributes of confidence, resilience, respect, and inclusivity.

Summary of Statutory Content

Relationships Education teaches the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with peers and adults. At Queen Eleanor's, we follow the Department of Education's mandate to also teach about the emotional, social and physical aspects of growing up in an age-appropriate way.

The Department for Education requires all primary schools to teach the following statutory content:

Relationships Education (statutory)

Pupils must be taught about:

- Families and the people who care for them
- Caring friendships
- Respectful relationships
- Online relationships

- Being safe, including how to seek help and report concerns

Health Education (statutory)

Pupils must be taught about:

- Mental wellbeing, including recognising and expressing feelings
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body (puberty)

Science curriculum (statutory)

Pupils must learn:

- The basic stages of the human life cycle
- How humans change and grow
- The biological facts of human reproduction (this cannot be withdrawn)

Sex Education (non-statutory in primary)

- Schools may choose to teach additional content (e.g. human reproduction beyond the science curriculum).
- At Queen Eleanor's, during Year 6, sex education becomes part of the curriculum, focusing on conception, reproduction and birth.

Roles and Responsibilities

Leadership of RSE

The PSHE Subject Leader has responsibility for co-ordinating RSE and ensuring that staff and parents are well informed about the RSE policy. It is also the role of the Head of School and Governors to ensure that members of staff receive sufficient training and that RSE is implemented and evaluated effectively.

RSE is usually delivered by the Class Teacher in mixed gender groups, however, some aspects may be taught in single gender groups if and when this is deemed more appropriate or relevant.

Senior leadership and governance

RSE education is supported by the:

- Senior Leadership Team who provides strategic oversight
- Local Committee Members who ensures statutory compliance and policy approval

Class teachers

Class teachers are trained to deliver high-quality RSE lessons through Kapow's structured lesson sequence. Teachers ensure lessons are inclusive, safe, and responsive to the needs of all pupils. Resources (including books) are carefully selected to ensure they are age-appropriate, inclusive and compliant with the Equality Act.

Visitors and external contributors

Visitors are used only to complement, not replace, the PSHE curriculum.

Teachers always:

- Remain responsible for the lesson
- Lead all safeguarding and follow school procedures
- Ensure external input aligns with school policy and PSHE learning intentions

Curriculum Design

We follow the Kapow Scheme of work which:

- Covers all statutory RSE requirements
- Meets additional non-statutory PSHE outcomes
- Embeds safeguarding, consent, online safety, and emotional wellbeing
- Ensures children revisit key themes with increasing depth
- Is fully inclusive, age-appropriate, and matched to the needs of all pupils

How RSE is taught

RSE is delivered through our Personal, Social and Health Education (PSHE) programme. Biological aspects are also covered in the science curriculum and moral aspects within RE. A range of teaching methods (such as discussion, small group work, role-play and video clips) are utilised to facilitate discussion and understanding. Ground rules are set to establish a safe, conducive learning environment.

The table below gives the learning theme of each of the six units and these are taught across the school; the learning deepens and broadens every year.

Term	Unit
Autumn 1	Y3: My healthy self: How can I take care of my body and mind?
	Y4: My healthy self: How can I make healthy choices?
	Y5: My healthy self: How can I support my mind and body as I grow?
	Y6: My healthy self: How do my choices today shape my future health?
Autumn 2	Y3 Connecting with others: What helps us feel safe and included?
	Y4 Connecting with others: How can we respect each other?
	Y5 Connecting with others: Why are healthy relationships important?

	Y6 Connecting with others: What does it mean to stand up for myself and others?
Spring 1	Y3 The online world: How should we communicate online? Y4 The online world: How can we decide what to trust online? Y5 The online world: How am I influenced by what I see online? Y6 The online world: How do I feel about the things I see online?
Spring 2	Y3 Citizenship: What rights and responsibilities do we have? Y4 Citizenship: How can I spend money wisely? Y5 Citizenship: How can we make a difference in our communities and beyond? Y6 Citizenship: How can we protect everyone's rights?
Summer 1	Y3 Health protection: How can we prevent illness and injury and respond if they happen? Y4 Growing up: How will my body and emotions change as I grow up? Y5 Growing up: How can I manage the changes to my body and emotions as I grow up? Y6 Staying safe: How can I stay safe as I grow up?
Summer 2	Y3 Citizenship: What careers do people choose and why? Y4 Staying safe: What signs help me recognise what is safe or unsafe? Y5 Citizenship: How can we be in control of our money? Y6 Sex education: How do people become parents and carers?

Inclusivity

We ensure RSE is inclusive of all pupils by:

- Reflecting diverse families and communities
- Representing protected characteristics through literature
- Adapting activities for SEND needs
- Ensuring all teaching upholds the Equality Act (2010)

Assessment

Teachers assess learning through discussion, activities, and observation. Assessment informs future planning and ensures that learning is matched to the needs of our pupils. An overview of learning in each key stage and year group is available for reference.

A Safe Learning Environment

We ensure a safe learning environment by:

- Establishing ground rules collaboratively with pupils at the start of lessons, so everyone understands expectations for respect and confidentiality
- Using distancing techniques through stories and literature to explore sensitive topics safely, allowing children to engage without personal disclosure
- Ensuring pupils' questions are answered factually, sensitively, and in an age-appropriate way
- Allowing pupils to ask questions anonymously, for example through question boxes or written notes, to support engagement and confidence

If a pupil's question goes beyond the sex education covered by the school, or relates to sex education from which they have been withdrawn, our policy is for the teacher to explain that the question will be answered privately or directed to a trusted adult at home.

If a child is withdrawn from Sex Education, teachers provide alternative supervised activities and ensure the child still receives all required science curriculum content.

Safeguarding

Safeguarding is central to our approach to Relationships and Sex Education (RSE). Our RSE policy supports the school's wider safeguarding framework and is informed by statutory guidance, including *Keeping Children Safe in Education* (DfE, 2025), as well as other relevant school policies and guidance on child protection, online safety, and wellbeing.

Safe and effective practice

- Child protection, safeguarding, and confidentiality protocols ensure that RSE is delivered safely and that pupils are supported appropriately.
- Teachers are aware that discussions in RSE lessons can sometimes lead to disclosures of safeguarding concerns. In such cases, they will follow the school's safeguarding procedures and consult the designated safeguarding lead (DSL) immediately.
- Pupils considered to have particular vulnerabilities or who may be at risk are supported according to individual safeguarding plans and the school's safeguarding policies.

Visitors and external agencies

- External visitors and agencies supporting RSE are briefed on the school's confidentiality and safeguarding protocols before the lesson.
- They are required to follow the school's approach to RSE and will not be left alone with pupils.

- If a visitor or external agency receives a disclosure from a pupil, they must report it immediately to the class teacher or DSL in line with the school's safeguarding procedures.
- Protocols for inviting visitors include prior approval from the PSHE/RSE lead and the DSL, with clear guidance on safeguarding responsibilities and expectations.

Links to other policies

Our RSE policy complements and links to other school policies, including:

- Safeguarding and child protection policy
- Online safety policy
- Anti-bullying policy
- Health and wellbeing policy

By embedding safeguarding within RSE, we ensure that pupils can explore sensitive topics in a safe environment, receive support if needed, and understand how to seek help both in school and beyond.

Role of Parents and Right to Withdraw

Queen Eleanor's school is aware that the primary role in children's Relationship and Sex Education lies with parents and carers. We wish to build a positive and supporting relationship with parents of our school through mutual understanding, trust and co-operation.

We carry out this essential objective, through the following actions:

- Inform parents about school's RSE policy and practice;
- Answer any questions that parents may have about the relationships and sex education of their child at school;
- Seriously investigate any issue that parents raise with teachers or governors about this policy and making modifications if necessary;
- Inform parents about our execution of best practice with regard to RSE so that teaching in school complements the key messages that parents and carers give to children at home;
- Make parents aware that they have the right to withdraw their child from part of the RSE programme taught at school. Please note that the RSE elements that are part of the National Curriculum for Science (as referenced in this policy) cannot be withdrawn from.

Parents have the legal right to withdraw their child from **Sex Education** (Year 6 ~ summer term) but not from Relationships or Health Education.

If a parent wishes their child to be withdrawn from RSE lessons, they should discuss this with the Headteacher, who will then explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in the RSE programme until the request for withdrawal has been removed.

Clarification of what is not part of Sex Education

The Department for Education makes a clear distinction between what is statutory and what parents may request to withdraw their child from.

Puberty

Learning about puberty is part of **statutory Health Education**. All pupils must learn:

- the changes that happen to the body during puberty
- how to manage these changes
- how to maintain physical and emotional wellbeing

Parents **cannot withdraw** their child from these lessons.

Science curriculum

The national curriculum for science requires pupils to learn:

- the basic stages of the human life cycle
- how humans grow and change
- the biological facts of human reproduction

These lessons are part of **statutory science** and therefore **cannot be withdrawn**.

Sex Education (non-statutory)

At Queen Eleanor's, the only non-statutory Sex Education content is taught in Year 6 (Summer 2). Parents do have the right to request withdrawal from this lesson only.