



# Relationships and Sex Education Policy (RSE)

**“Relationships and Sex Education is lifelong learning about physical, moral and emotional development.”**

## Vision Statement

Queensway School exists to provide the focus for our children to develop to their full potential, as individuals and as members of the school and wider community, in a secure, caring and happy environment. Children, parents, school staff and governors work in partnership for the benefit of all.

Our RSE curriculum is underpinned by our school values of Respect, Kindness, and Resilience.

- **Respect:** The RSE curriculum teaches pupils to respect themselves and others by promoting healthy relationships, understanding boundaries, valuing diversity, and recognising the importance of consent and equality. It encourages pupils to treat everyone with dignity and empathy.
- **Kindness:** RSE supports the development of caring, compassionate relationships by encouraging empathy, inclusive behaviour, and positive communication. Pupils learn how acts of kindness strengthen friendships, support wellbeing, and create a safe and welcoming school community.
- **Resilience:** RSE helps pupils build resilience by developing confidence, self-awareness, and decision-making skills. It equips them with strategies to manage challenges, cope with peer pressure, seek help when needed, and make informed, healthy choices throughout their lives.

This policy outlines the purpose, nature and management of sex and relationships taught in our school. It should be read alongside the PHSE policy.

In line with legal requirements (Education Act 1996; Learning and Skills Act 2000; Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance from the DfE, July 2025), the governors at Queensway Primary School have overseen the production and development of an Relationships and Sex Education policy; which will be made available to parents on our school website and have decided to deliver a Relationships and Sex Education programme in addition to that which is part of the statutory Science Curriculum.

The school recognises the contribution that Relationships and Sex Education in the primary school can make to government health targets. Relationships and Sex Education in the primary school builds the foundations of knowledge, skills and attitudes which help young people to make positive, informed and safe choices about their health and well-being both now and in later life.

## **What is Relationships and Sex Education?**

Relationships and Sex Education involves learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health including the importance of stable and loving relationships, respect, love and care. It should help pupils to learn to respect themselves and others by acquiring accurate information, developing skills and forming positive beliefs, values and attitudes. Some aspects are taught in science, and others are taught as part of Personal, Social, Health, Education (PSHE).

A comprehensive programme of Relationships and Sex Education provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and off line.

**Relationships Education:** This can be defined as providing the building blocks needed for positive, safe relationships including with family, friends and online. Within this aspect of the curriculum, the children will be taught about what a healthy and unhealthy relationship looks like so that they are able to keep themselves safe. They will be taught what makes a relationship, what constitutes a friendship, what family means and who can support them in an age-appropriate manner. At Queensway, this includes teaching the children that their friends' families might be different from their own. For example, their friends might have different religions, speak different languages at home, or have two parents of the same gender. Our focus is to reinforce the Queensway School values of kindness, respect and resilience.

**Sex Education:** Queensway has a Sex Education programme that is tailored to the age, physical and emotional maturity of its pupils in line with the Department of Education Relationships and Sex Education Policy (2020) and Relationships and Sex Education (RSE) and Health Education Guidance (2025). Sex Education should ensure that both boys and girls are prepared for puberty and are taught about menstrual wellbeing and the correct names of body parts. They are required to draw on knowledge of the human life cycle set out in the Science National Curriculum, how a baby is conceived and born.

## **Aims:**

- To provide a secure, sensitive and supportive environment for learning and discussion.
- To equip pupils with the knowledge, skills and attitudes needed to manage the responsibilities of adult life in ways appropriate to their age, needs and maturity, with a strong focus on skills-based learning.
- To provide accurate, age-appropriate information about human development, reproduction, birth and puberty, using correct and consistent terminology.
- To develop pupils' self-respect, confidence, empathy and decision-making skills.
- To promote healthy lifestyles, positive relationships and emotional wellbeing, and to help pupils build and maintain respectful, fulfilling relationships.
- To provide preventative education that supports healthy relationships, challenges stereotypes, prejudice and exploitation, and develops critical thinking about media messages.
- To foster respect for diversity, inclusion and positive attitudes towards sexuality and relationships, including promoting positive masculinity.
- To develop online safety, digital citizenship and awareness skills.  
To ensure pupils know how and where to access support when needed.
- To model positive relationships across the school community and work in partnership with parents and carers.

## **Statutory requirements**

As a maintained primary school we must provide relationships education to all pupils as per the statutory Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 and the 2025 DfE Guidance. The guidance also sets out the rights of parents/carers to withdraw pupils from

sex education (but not Relationships or Health education). Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE, this must be through discussion with the headteacher as outlined in this policy. Although we are not required to teach Sex Education, we do need to teach the elements of sex education contained in the science curriculum.

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

As a school, we teach children from a diverse range of backgrounds and therefore our Relationships Education must ensure that all pupils' needs are appropriately met and that they understand the importance of equality and respect. Schools must also comply with the Equality Act (2010), where sexual orientation and gender reassignment are amongst the protected characteristics.

The Queensway RSE policy actively weaves safeguarding into the curriculum to prevent harm, as required by KSiE (2025). This is due to the curriculum teaching children the correct names for body parts; bodily autonomy and what to do if they feel unsafe.

At Queensway, we teach RSE as set out in this policy.

### **Policy development**

This policy was originally developed in consultation with staff and parents. The PSHE leader works with the Headteacher to pull together relevant information including relevant national and local guidance and updates the policy. This is reviewed by Governors, including parent governors and ratified.

This policy should be read in conjunction with the following school policies:

- The Anti-Bullying policy
- The PSHE policy
- The Child Protection and Safeguarding policy
- The Equality policy

### **Roles and Responsibilities**

#### **The Head teacher has the following responsibilities:**

- To ensure that both staff and parents are informed about our Relationship and Sex education policy, and that the policy is implemented effectively.
- To ensure that members of staff are given sufficient training so that they can teach effectively and handle any difficult issues with sensitivity.
- To liaise with external agencies regarding the school's Relationship and Sex education programme.
- To monitor this policy on a regular basis and report to governors, when requested, on the effectiveness of the policy.
- To ensure that RSE is taught consistently across the school and to manage any requests to withdraw pupils from non-statutory parts of RSE.

#### **The PHSE Leader has the following responsibilities:**

- To monitor the standards of children's work and the quality of teaching, supported by the head teacher.
- To ensure that resources used are relevant and appropriate to the needs of the children.
- To lead on the evaluation of the Relationships and Sex Education policy and programme.
- To ensure that staff have the necessary skills, confidence, knowledge, and resources in order to deliver effective Relationships and Sex Education.
- To share the rationale, ethos and themes of the Relationships and Sex Education programme with parents.

**The Governors have the following responsibilities:**

- To ensure that an up-to-date Relationships and Sex Education policy is in place and is made available to parents and for inspection.
- To ensure that the Relationships and Sex Education policy and curriculum are in line with the DfE Sex and Relationship and Health Education Guidance (2025).
- To ensure that the policy and programme reflect a whole school approach.

**Teachers have the following responsibilities:**

- To ensure that they, or anyone working in their classroom to deliver/support Relationships and Sex Education, is doing so in line with the school's Relationships and Sex Education policy, and other relevant school policies.
- To contribute to the evaluation of the programme.
- Assessing children's progress against the agreed learning outcomes.

**Working with Parents/Carers**

We recognise that parents/carers are key partners in our delivery of a comprehensive Relationships and Sex Education programme for pupils at the school. The Relationships and Sex Education we deliver is designed to support the important role of parents in this area. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In order to promote this objective we:

- Inform all parents/carers of children in Years 5 and 6 about Relationship and Sex Education lessons before children begin the topic. All parents/carers are welcome to view the programme of lessons, ask questions about any issues and how they are taught, and to see the materials the school uses in its teaching.
- Parents are informed of which SCIB unit and PSHE unit will be covered at the start of each term that this is taught.
- Inform parents about the school's Relationship and Sex education policy and practice.
- Answer any questions that parents may have about the relationship and sex education of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Relationship and Sex Education in school.

**Right to withdraw**

Legally parents have the right to withdraw their children from Sex Education that takes place outside of National Curriculum Science. At Queensway, we interpret Sex Education to mean puberty, conception, reproduction and birth. All of these themes, with the exception of conception, are statutory and included in either Health Education or National Curriculum Science. The statutory guidance states that Sex Education should ensure children know how a baby is conceived. We interpret 'how a baby is conceived' as referring to what happens during sexual intercourse before an egg and sperm meet (reproduction). Any parent wishing to take this course of action should send a letter to the Head Teacher outlining their concerns. The parent will be asked if they would like to meet to discuss this further. We will do our best to address any worries that the parent may have. In the event of a parent still choosing to withdraw their child, we will provide alternative PSHE work on a different topic.

**Content and Delivery**

The curriculum has been carefully designed to be appropriate to pupils' ages and stages of development, and includes a strong safeguarding element and therefore is taught by appropriately qualified staff. Within the wider

PSHE curriculum, pupils are taught to become aware of their thoughts and feelings, to understand and value who they really are, and how they relate to other people. The curriculum also helps to equip pupils to cope with modern day issues, such as body image, different types of bullying such as cyber and homophobic, and internet safety. 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.

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 and digital citizenship skills
- Being safe

**In the Early Years Foundation Stage pupils are taught:**

- How to look after themselves, for example self-help skills.
- That animals, including humans, move, feed, grow and use their senses
- How they have changed since they were babies.

**At Key Stage 1:**

- Children should know that humans develop at different rates.
- That animals including humans, move, feed, grow, use their senses and reproduce
- To recognise and name the main external parts of human bodies
- That humans and animals can produce offspring and these grow into adults
- To recognise the similarities between themselves and others and treat others with sensitivity and respect.

**At Key Stage 2:**

- How their bodies change as they get older, including during puberty.
- To recognise the similarities between themselves and others and treat others with sensitivity and respect.
- Know that there are many different kinds of friendship and be able to discuss friendships with significant adults within the school.
- That the life processes common to humans and other animals include nutrition, growth and reproduction
- The main stages of the human life cycle, including conception to the birth of a baby.

Relationship and Sex Education will be delivered to all pupils in Key Stage 2 at an appropriate level through the following themes:

- Similarities and differences
- Emotions and emotional regulation
- Keeping safe
- Keeping yourself clean and healthy
- Who to talk to
- Friendships
- Families of all kinds
- Growing and changing

- Male and female/body parts, reproduction and birth
- Choices and consequences
- Gender stereotypes / gender identity, including transgender and gender questioning (Year 5 & 6)
- Sexual orientation (Year 5 & 6)
- Sexual exploitation (Year 5 & 6)

Details of all the objectives covered throughout the RSE curriculum, as advised by the 2025 DfE guidance, can be found listed in the document titled *'RSE curriculum: what pupils need to know by the end of primary school.'*

Content and delivery will be matched to the age, maturity, understanding and needs of the pupils in each year group. We will use various methods at the beginning of each year to assess children's current knowledge, understanding and skills in order to ensure that the content of the programme is relevant.

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, LGBTQ+ 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).

In order to promote common understanding amongst the children we make use of the correct terminology to discuss sexual body parts in school. Whilst we acknowledge that children have different family names for sexual parts, we teach and encourage the use of the scientific names. Children need to learn the correct biological/medical names for the genitalia and reproductive organs. Having the right language to describe the private parts of their body – and knowing how to seek help if they are being abused – are vital for safeguarding. The words we will use include: penis, vagina, vulva, testicles, nipples. This language is reflected in the resources used to deliver Relationships and Sex Education.

Younger pupils should learn that their body belongs to them and that they can say who has access to it. This is a key element in a school's approach to safeguarding. Learning to respect boundaries – their own and other's – helps children to understand the need to obtain consent and that everyone has the right to offer or withhold their consent for any activity, sexual or otherwise.

### **Delivery**

The formal Relationships and Sex Education programme will be delivered in each year group through a weekly PSHE session. We ensure that Relationships and Sex Education is integrated into the curriculum and not isolated, taken out of context or over-emphasised in any way. It will also be delivered through broader topic-based work and through other curriculum subjects, for example Science, and RE. Children will be encouraged to recognise and apply the knowledge and skills they learn in PSHE to other contexts both within, and outside of, the school setting.

Pupils in Year 5 and 6 will receive stand-alone Sex Education lessons, delivered by their teacher with support from trained health professionals.

We recognise that Relationships and Sex Education sessions require the use of a range of teaching and learning strategies in order that children have the opportunity to develop skills, explore attitudes and values and acquire knowledge. The range of teaching and learning strategies employed in the delivery of Relationships and Sex Education at Queensway Primary include:

- watching videos
- discussion
- single sex and mixed sex groups
- small group work

- use of a question box
- using distancing techniques
- worksheet activities

Individual teachers will ensure that all pupils are able to access the activities to be employed. Appropriately differentiated activities will be provided for pupils who need these. Children will be made aware of the intended learning outcomes of each lesson/topic so that they can assess their own development and make progress.

Relationships and Sex Education will be delivered by class teachers. We ensure that both male and female pupils receive information on the emotional and physical changes of the onset of puberty in both genders. This information will be taught in class groups. In Year 5 and 6 whilst most sessions will be delivered to class groups, some of the sessions on puberty may be delivered to gender groups so that the children have the opportunity to ask questions that they might feel less comfortable asking in a mixed gender setting. There may be occasions where groups of children, particularly those with additional learning needs, are taught Relationships and Sex Education in smaller groups or individually in order to maximise their learning.

### **Assessment**

Children's progress and learning in Relationship and Sex Education will be assessed against appropriate learning objectives. Notes will be taken of pupil's individual responses to the units of study and included in the assessment of progress in personal and social development. Summative assessment tasks are carried out mid way through units, to address misconceptions and identify where pupils need extra support or intervention. Assessment also ensures methods, such as dialogue with the teacher and written feedback in marking.

### **Resources**

Resources are reviewed and updated by the PSHE Leader on an annual basis, who ensures that they reflect the needs of children within the school and includes the most up to date information. The PSHE Leader consults national and local guidance on appropriate Relationships and Sex Education resources and then judges their suitability for use with our children.

We will remain flexible in our choice of resources and teachers will adapt resources to fully address the needs of all children within their class.

### **Safeguarding Children in Banbury (SCIB)**

Safeguarding Children in Banbury is a collaboration of schools, colleges, health professionals, police, social care and additional support agencies working in partnership, to educate and inform our young people and families about four main focus areas. These focus areas are:

- Substance misuse
- Online safety
- Protective Behaviours
- Positive Relationships

The main objectives of this group for children, young people and the wider community are as follows:

- I know how to keep myself safe from...
- I know how to keep my child safe from...
- We know how to keep our community safe from...

Each focus area is differentiated and taught appropriately based on the children's age and level of understanding. These sessions are taught by class teachers alongside weekly PSHE lessons. Each year group follows a progression of key learning objectives which relate to PSHE outcomes.

### **Protective Behaviours**

At Queensway, the children in Years 3 and 4 will engage in the Protective Behaviours Programme through SCiB, which is adapted to meet their needs. This programme allows children to recognise when they are feeling unsafe and gives them the tools and strategies needed to take action and get help if needed.

The programme content will include: -

- Understanding what safety feels like
- Exploring times when it is fun to feel scared
- Teaching children to trust their own 'Early Warning Signs' (body signals that tell us when we are not feeling safe)
- Body awareness and privacy (including giving correct names for all body parts)
- Understanding how to manage risky situations
- Identify who they can talk to if they are worried
- Practice problem-solving skills

### **Answering Children's Questions**

Children are naturally curious and we believe that if a child asks a question they require an honest and factual answer. This is true of questions asked in all curriculum areas and at other times during the school day.

All staff in the school will answer children's questions around sex and relationships issues in line with the following guidance which is based on that given by the Local Authority and SCARF:

- We shall attempt to deal with questions in a sensitive, open, frank and matter of fact way.
- Questions concerning sexuality, sexually transmitted infections and contraception will be answered if raised, in an age appropriate manner and where appropriate the parent informed.
- Difficult or explicit questions do not have to be answered directly. Teachers will use their own discretion in these situations and will inform the Head teacher of any controversial points.
- Most groups will be mixed gender within a year group, but if the teacher feels it is more appropriate for certain aspects, single sex groups will be formed with a year group.

### **Training**

We are committed to high quality, ongoing professional development regarding RSE. All staff will receive regular training and specific issues will be covered through specialist training where it becomes appropriate due to developing situations with a child/ren.

### **Equal Opportunities**

Queensway school encourages respect for all regardless of gender and gender identity, ethnicity, ability, faith, culture, sexuality, sexual orientation, disability, home background or other personal circumstance. Within our Relationship and Sex Education provision, we will ensure that resources used and teaching styles employed

reflect and support the diversity of our pupils and wider society. All members of the school community will feel safe, valued and respected. (see Equality Policy)

Throughout the school there will be consistent challenging of homophobic, biphobic and transphobic attitudes, behaviour and language in line with the school's anti-bullying policy.

We have also given due regard to the Sex and Relationships Education guidance issued by the DfE in 200 and Sex and Relationships Education for the 21st Century - PSHE Association and Sex Education Forum 2014. Critical has also been the latest Relationships, Sex and Health Education that was released in July 2025 by the DfE.

Planning has taken account of the diverse needs of pupils and sessions will be differentiated as appropriate. Young people with special educational needs will not be withdrawn from Relationships and Sex Education, but will be given help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not acceptable. Work may be planned in different ways in order to meet the individual needs of young people with special educational needs, as set out in the SEND code of practice: 0 to 25 years (2014)

### **Safeguarding Children, Confidentiality and Child Protection**

All staff members at Queensway Primary School have a duty to safeguard the well-being of children (see policy). Relationship and Sex Education can be a sensitive issue. To protect privacy and engender respect for all, teachers will be expected to develop ground rules with pupils at the onset of potentially sensitive issues. Pupils should also be informed that teachers cannot offer or guarantee pupils unconditional confidentiality. If a pupil were to make any form of disclosure, staff must ensure that it is treated and reported in line with the safeguarding policy and procedures.

At Queensway School we recognise that the open discussion associated with PSHE/ Relationships and Sex Education may lead to children making disclosures about things that they are worried about or about abuse. There may also be occasions when a teacher may hear things or observe activity/behaviour that may raise concerns of a child protection issue. In these situations, the teacher will consult the school's Safeguarding Lead and processes are then followed as outlined in our Safeguarding Policy.

### **Review**

This policy will be reviewed every 3 years by the Head Teacher and Quality of Education Committee.

Ratified by Governors on .....

Chair of Governors .....Date .....

Head Teacher .....Date .....