Queenborough School & Nursery

Relationship & Sex Education Policy

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1. Aims

The aims of relationship and sex education (RSE) at our school are to:

- Provide a safe, inclusive framework in which sensitive discussions can take place.
- Help pupils build positive, respectful and caring relationships, understand healthy boundaries and know how to seek help.
- Prepare pupils for puberty and give them an age-appropriate understanding of human development, health and hygiene.
- Teach pupils the correct vocabulary for body parts so that they can communicate clearly about health and safeguarding.
- Develop pupils' self-respect, confidence, empathy, kindness, resilience and respect for others.
- Equip pupils to recognise risks and abuse, including online, and to report concerns confidently.
- Ensure pupils understand that families can take many forms and that all pupils and families are treated with dignity and respect.

Personal, Social, Health and Economic (PSHE) Education, including Relationships Education, Health Education and the school's chosen primary Sex Education, is central to the ethos of Queenborough School and Nursery. Through the curriculum and wider school life, pupils are supported to develop the knowledge, skills and values they need to stay safe, form positive relationships and participate confidently in modern British society.

2. Statutory requirements

Queenborough School and Nursery is a primary academy. Relationships Education is compulsory for all pupils receiving primary education and Health Education is compulsory in state-funded schools. The Relationships Education,

Relationships and Sex Education and Health Education (England) Regulations 2019 were made under sections 34 and 35 of the Children and Social Work Act 2017.

The school must have regard to the Department for Education statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education, revised in July 2025 and in force from 1 September 2026. The guidance is issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

Primary sex education is not compulsory beyond the content required through science. Queenborough School and Nursery chooses to teach age-appropriate sex education in Years 5 and 6, including conception and birth, to support pupils' transition to secondary school. Parents may request withdrawal from this non-statutory sex education, but not from Relationships Education, Health Education or statutory science content.

3. Policy development and parental engagement

This policy is developed and reviewed through consultation with staff, pupils and parents. In line with the revised statutory guidance, the school will proactively engage and consult parents when developing or reviewing the policy and will make the policy available free of charge and publish it on the school website.

- Review - relevant legislation, statutory guidance, safeguarding guidance and local context are considered.
- Staff consultation - staff are invited to review curriculum content and delivery and make recommendations.
- Parent/stakeholder consultation - parents are informed about the curriculum, including sensitive content, and invited to contribute to policy review.
- Pupil consultation - age-appropriate pupil voice is used to ensure the curriculum is relevant, understandable and responsive to pupils' needs.
- Ratification - the final policy is approved in accordance with the school's governance arrangements.

The school will be transparent with parents about all materials used to teach RSHE. Parents will be shown a representative sample of planned resources and may request to view all curriculum materials used to teach RSHE. The school will facilitate access to these materials while respecting copyright. Where the school proposes a material change from the published curriculum, parents will be informed in advance.

4. Definition

Relationships Education teaches the knowledge and skills that form the building blocks of positive relationships, including families, friendships, respectful relationships, online relationships, boundaries, privacy and personal safety.

In this primary policy, sex education means teaching that goes beyond statutory Relationships Education, Health Education and the science curriculum, including age-appropriate teaching about human conception and birth. RSE is taught within a wider PSHE programme and is closely linked to safeguarding, online safety and health education.

5. Curriculum

Our curriculum is set out in Appendices 1 and 2. It is carefully sequenced, age and stage appropriate, inclusive and responsive to pupils' needs. It covers all statutory Relationships Education content by the end of primary and supports the required Health Education content through the wider PSHE curriculum.

Teaching is designed to prepare pupils before they encounter risks, including online. It includes boundaries, privacy, the right to bodily autonomy, recognising appropriate and inappropriate contact, identifying harmful or abusive behaviour, resisting pressure, reporting concerns and continuing to seek help until heard.

The school may adapt teaching in response to emerging safeguarding or local needs. Any significant departure from the published RSE policy will be communicated to parents in advance, with relevant materials available to view on request.

6. Delivery of RSE

RSE is taught primarily through PSHE. Biological aspects are taught through science, with relevant links through computing, PE and RE. Teaching is factual, balanced, respectful and designed not to alarm pupils or normalise harmful behaviour.

Relationships Education includes:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Queenborough's primary sex education includes, in Years 5 and/or 6:

- Preparing pupils for the physical and emotional changes of puberty, alongside statutory Health Education and science content.
- Age-appropriate, factual teaching about human conception, reproduction and birth.

  Parents will be informed in advance when non-statutory sex education will be taught, including the content to be covered and their right to request that their child is withdrawn from this content.

- Families are presented positively and sensitively. Teaching recognises that families can include, for example, single-parent families, same-sex parents, families headed by grandparents, kinship carers, adoptive parents and foster parents/carers. Pupils are taught to respect differences and that stable, caring relationships are at the heart of safe and happy family life.

Online safety is integrated throughout. Pupils learn that the same standards of respect apply online and offline; that people may misrepresent themselves online; how to protect personal information and location; that images and words can be redistributed; how to recognise harmful content or contact; and how to report concerns.

7. Equality, inclusion and SEND

The school complies with the Equality Act 2010 and the Public Sector Equality Duty. RSHE will be taught in a way that does not discriminate against pupils or amount to harassment. Teaching will promote equality and respect while remaining factual and age appropriate. The school will take account of the age, religious background and other relevant characteristics of pupils when planning and delivering RSE, while ensuring that all statutory content is taught. Teaching will be sensitive and respectful of different religious and cultural perspectives.

Primary teaching will include same-sex parents alongside other family arrangements when discussing families. Where biological sex and gender reassignment arise, staff will teach the relevant facts and law accurately and respectfully.

Staff will not present contested views as established fact, will avoid reinforcing gender stereotypes, and will not suggest that social transition is a simple solution to distress or discomfort.

Teaching will be adapted so that pupils with SEND can access and understand the curriculum. Staff will recognise that some pupils with SEND may be more vulnerable to abuse, exploitation, bullying or harmful sexual behaviour and may require additional repetition, explicit teaching, visual support or carefully adapted examples.

8. Safeguarding and managing questions

RSHE is taught within the school's safeguarding framework. Staff are aware that sensitive teaching can lead to disclosures and will follow the school's Child Protection and Safeguarding Policy and current Keeping Children Safe in Education guidance. Staff will never promise confidentiality where a safeguarding concern is disclosed.

Pupils are taught how to report concerns about themselves or others, including concerns arising online, and to keep seeking help until they are heard. They are taught that abuse is never the fault of the child.

Pupils may ask questions that go beyond the planned curriculum or relate to sex education from which they have been withdrawn. Staff will respond in an age-appropriate, factual and supportive way, using professional judgement. A question may be answered individually, referred to parents or a trusted adult, or signposted to appropriate support. Staff will not provide unnecessary detail or introduce content that is not age appropriate.

9. Roles and responsibilities

9.1 The governing board / academy trust

Those responsible for governance will hold the headteacher to account for implementation and will ensure that curriculum content and teaching materials align with statutory guidance, that teaching is accessible to pupils with SEND, and that parents receive clear information about content, resources, external providers and withdrawal rights.

9.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently, that staff are appropriately trained, that resources and external providers are suitable, and for managing requests to withdraw pupils from non-statutory primary sex education.

9.3 Staff

- Delivering RSE sensitively, factually and in an age-appropriate way.
- Modelling respectful attitudes and challenging prejudice, bullying and harmful stereotypes.
- Monitoring pupil understanding and progress.
- Adapting teaching to meet individual needs, including SEND.
- Following safeguarding procedures and responding appropriately to disclosures and difficult questions.
- Using only resources and external providers that have been checked and approved by the school.

Staff do not have the right to opt out of teaching statutory Relationships or Health Education. Staff who have concerns about delivery should discuss these with the headteacher or curriculum/PSHE lead.

9.4 Pupils

Pupils are expected to engage appropriately in RSE and to treat others with respect and sensitivity.

10. Parents' right to request withdrawal

Parents do not have the right to withdraw pupils from Relationships Education, Health Education or content taught as part of the science curriculum, including relevant science content about puberty or reproduction.

Where Queenborough provides primary sex education beyond statutory science, parents have the right to request that their child is withdrawn from some or all of that sex education. The headteacher must grant a request for withdrawal from primary sex education, other than content taught as part of science.

Requests should be made in writing to the headteacher. Before withdrawal, the headteacher will normally discuss the request with parents and, where appropriate, the pupil, to clarify the content and purpose of the curriculum. The school will keep a record of the request and discussion. Pupils who are withdrawn will receive appropriate, purposeful alternative education.

11. Training

Staff receive training on RSE as part of continuing professional development. Training includes safeguarding, handling disclosures and questions, inclusive practice, SEND accessibility, online safety and the appropriate use of resources. External visitors may support delivery or staff development, but the school remains responsible for what is taught. The school will check visitors' credentials, materials and lesson plans in advance and agree safeguarding arrangements.

12. Monitoring arrangements

The delivery of RSE is monitored through:

- Learning walks
- Pupil conferencing
- Teacher conferencing
- Book scrutiny
- Curriculum and resource review
- Feedback from pupils and parents where appropriate

Pupils' development in RSE is monitored by class teachers as part of the school's internal assessment systems. The policy and curriculum will be reviewed at least annually and sooner where statutory guidance, safeguarding requirements or pupils' needs change. The policy will be approved in accordance with the school's governance arrangements.

Appendix 1: Curriculum map (PSHE Curriculum including RSE)

The existing whole-school PSHE curriculum map remains in place, with the following statutory 2026 requirements explicitly embedded across the planned units. Year-group sequencing may be refined by the PSHE lead to ensure that all content is taught before the end of primary.

Area	Existing curriculum links	2026 statutory emphasis to secure
Families	Boys and girls, families; Healthy relationships	Different family structures, including same-sex parents; stable caring relationships; marriage and civil partnership; seeking help if family relationships feel unsafe.
Friendships and respectful relationships	Friendship; Celebrating difference; Stereotypes, discrimination and prejudice; Healthy relationships	Kindness, inclusion, loneliness, conflict repair, boundaries, assertiveness, self-respect, stereotypes, bullying and bystander responsibility.
Online safety and awareness	Keeping safe; In the media; Playing safe	Respect online; pressure to share information/images; unknown contacts and impersonation; minimum ages; privacy/location settings; permanence and circulation of content; reporting harmful content/contact.
Being safe / personal safety	Feeling safe; Keeping safe; Bullying; Out and about	Body autonomy; privacy; appropriate/inappropriate contact; recognising harmful or dangerous relationships; recognising emotional, physical and sexual abuse; reporting and continuing to seek help.
Puberty and health	Growing up - puberty; Physical health and wellbeing	Physical and emotional changes; menstruation and menstrual wellbeing; erections and wet dreams; hygiene; correct anatomical vocabulary.
Primary sex education	How a baby is made	Factual, age-appropriate conception, reproduction and birth in Years 5/6; clearly identified as non-statutory sex education where it goes beyond science.
Equality	Identity, society and equality;	Respect for protected characteristics; factual teaching

	Human rights	about biological sex and gender reassignment where relevant; contested views not taught as fact; avoid reinforcing gender stereotypes.

Appendix 2: RSE objectives and statutory coverage

Year 2 - Relationships Education

Pupils should be able to:

- Name the main external parts of the body using correct vocabulary.
- Describe how people grow and change from young to old.
- Recognise that people have different needs at different stages of life.
- Talk about what makes them unique, their strengths, likes and dislikes.
- Identify people who care for them and the different roles people play in their lives.
- Recognise that families can look different and that children should respect those differences.
- Know how to tell a trusted adult if something about a relationship or family makes them feel worried, unhappy or unsafe.
- Understand simple boundaries, privacy and that their body belongs to them.

Pupils should know:

- Correct names for main external body parts, including external genitalia, where taught for health and safeguarding.
- The key stages of the human life cycle.
- That families are important for love, security and stability and may take different forms.
- That healthy friendships are kind, welcoming and respectful.
- That secrets should not be kept when they relate to safety and that they can ask for help.

Years 5 and 6 - Growing Up, Healthy Relationships and Primary Sex Education

Year 5 - Growing Up / Puberty	Year 6 - Healthy Relationships / How a Baby is Made
• Know the external genitalia and internal reproductive organs in males and females and how puberty relates to reproduction. • Understand physical and emotional changes during puberty, including menstruation, the menstrual cycle and wellbeing, erections and wet dreams. • Understand how hygiene routines may change during puberty and where to seek reliable help and advice. • Discuss personal identity, individuality, strengths and qualities without reinforcing gender stereotypes. • Understand healthy boundaries, privacy, appropriate and inappropriate contact, and how to report concerns. • Understand that online relationships require the same respect as face-to-face relationships and know how to respond to pressure or harmful contact.	• Recognise different types of relationships, including friendships, family relationships and online relationships. • Understand characteristics of healthy relationships: respect, kindness, trust, honesty, boundaries, care and the ability to manage conflict safely. • Recognise a range of family structures, including same-sex parents, and understand that stable caring relationships are central to safe and happy family life. • Know that marriage and civil partnerships are formal, legally recognised commitments of two people intended to be lifelong. • Understand, in factual and age-appropriate terms, the processes of human conception, reproduction and birth. This is identified to parents as primary sex education where it goes beyond statutory science. • Know how babies need to be cared for. • Recognise emotional, physical and sexual abuse;

	understand that abuse is never the child's fault; know how and where to report concerns and keep seeking help. • Understand online risks including impersonation, pressure to share information or images, privacy/location settings, circulation of content and harmful contact. • Where biological sex and gender reassignment arise, understand the relevant facts and law in an age-appropriate way; contested views are not presented as established fact. • Know that FGM is illegal and understand that any concern about FGM or other abuse must be reported to a trusted adult.