



# Queen Eleanor's C of E Junior School Relationships and Sexual Education Policy



		Owner
Version	4.0	Sophie D'Amario (PSHE lead)
Date approved by board of governors	20/06/2024	Claire Stennett (LC Chair)
Next Review	16/07/2025	Sophie D'Amario (PSHE lead)

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## **1. Purpose of the Policy**

At Queen Eleanor's Junior School, we are committed to inspiring our children to learn and reach their full potential. Everyone is valued as an individual and helped to develop and progress in their own unique way within a Christian atmosphere.

This policy outlines the way in which Relationships and Sex Education (RSE) is taught across the year groups within Key Stage Two, the principles that underpin it and its links to the whole school ethos.

We undertake to follow the principles in the Church of England '*Charter for faith sensitive and inclusive relationships and sex education (RSE) and health education (RSHE)*'<sup>1</sup>.

## **2. Context and Rationale**

To embrace the challenges that growing children may be faced with in creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships. Pupils 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 situations 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, and this policy, is a subsection of PSHE, which enables the promotion of the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society. For more information on PSHE, please read the separate PSHE policy which can be found on the website.

## **3. Definition of Relationships and Sex Education**

Relationships Education teaches the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and

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<sup>1</sup>The Charter can be found here: [https://www.churchofengland.org/sites/default/files/2019-11/RSHE%20Principles%20and%20Charter\\_0.pdf](https://www.churchofengland.org/sites/default/files/2019-11/RSHE%20Principles%20and%20Charter_0.pdf)

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. During year 6, sex education becomes part of the curriculum, focusing on conception, reproduction and birth.

#### **4. Aims and Objectives**

- To provide the knowledge and information which all pupils are entitled to, regardless of gender, race, ability, special needs or religious belief, based on clear and specific guidance from the Department of Education and OFSTED;
- To raise pupils' self-esteem and confidence especially in their relationships with others;
- To develop pupils' understanding of a healthier lifestyle;
- To develop pupils' ability to respect and care for their bodies and to help them be prepared for the physical and emotional changes as they develop and grow into adults;
- To help pupils gain access to *age-appropriate* information and support;
- To explore attitudes and values in order to develop skills to empower pupils to make positive decisions about their behaviour.

#### **5. Organisation 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 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.

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.

## 6. Learning Outcomes for RSE

By the end of Key Stage 2, pupils will have had the opportunity to express their views and have been taught how to respect the views of others. They will have practised skills in making judgments and decisions and will be able to list some ways of resisting negative peer pressure around issues affecting their health and wellbeing. They will have considered different types of relationships such as friendship and marriage and discussed ways in which people can maintain good relationships.

The following learning outcomes are taken from the DFE's 2019 statutory guidance on Relationships Education, Relationships and Sex Education and Health Education.

“By the end of Key Stage 2, pupils will be able to:

- Recognise if relationships are making them feel unhappy or unsafe and how to seek help or advice from others;
- Recognise who to trust and who not to trust;
- Identify the characteristics of healthy and unhealthy friendships;
- Use strategies to manage conflict.

By the end of Key Stage 2, pupils will know and understand:

- That families are important for children growing up;
- The characteristics of healthy family life and commitment to each other;
- That others' families sometimes look different from their family and those differences should be respected;
- That marriage represents a formal and legally recognised commitment of two people to each other;
- The importance of respecting others even when they are very different from them;
- The different types of bullying;
- That people sometimes behave differently online including pretending to be someone they are not;
- The rules and principles for keeping safe online;
- Where to get advice and how to report concerns of abuse;
- How to respond safely and appropriately to adults they may encounter;
- That each person's body belongs to them and the difference between appropriate and inappropriate physical contact;
- What a stereotype is and how they can be unfair, negative or destructive.”

The statutory *National Curriculum 2015 Science programme of study*<sup>2</sup> covers the following area of RSE teaching through the 'Animals, including humans' section:

- Sc5/2.2a Describe the changes as humans develop to an old age (including puberty, menstruation and the human life cycle).

## **7. Terminology and Difficult Questions**

OFSTED guidance recommends that it is important for children to learn the anatomically correct language associated with body parts whilst also acknowledging common terms used by some people. Teaching staff will endeavour to answer questions as honestly and sensitively as possible, in line with Department for Education's advice. If faced with a question that they do not feel comfortable answering within the classroom, the teacher may refer the child back to their parent/carer/adult.

## **8. 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.

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<sup>2</sup>The programme of study can be found here:  
<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study>

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.

## **9. Safeguarding and Confidentiality**

Teachers are aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. If this situation occurs then guidance would be strictly followed as a matter of urgency as per detailed in the school's Safeguarding Policy.

## **10. Monitoring and Evaluation**

Monitoring of the delivery and effectiveness of RSE is the responsibility of the PSHE Lead and the school governors. Evidence will be collated through lesson observation, monitoring lesson plans and gathering feedback from teachers, pupils and parents/carers. The RSE policy will be reviewed by governors and teaching staff and any changes and updates will be implemented as necessary.