



**"We Care."**

### **Relationships and Sex Education (RSE) Policy**

**Persons Responsible:** Victoria Bryant, Assistant Principal and PSHE/RSE Lead

**Policy review:** January 2026

**Review period:** Annually

**Next Review:** January 2027

**Principal:**

A handwritten signature in black ink, appearing to read 'L. North'.

**Date:** January 2026

**Trustee:**

A handwritten signature in black ink, appearing to read 'M. Bryant'.

**Date:** January 2026

## **Introduction**

This policy is a statement by the trustees on Relationships and Sex Education (RSE) at Hamstel Infant School and Nursery. The trustees at Hamstel Infant School and Nursery believe that a programme of RSE within the school is an essential part of the curriculum.

## **Our aims**

The aim of relationships and sex education (RSE) at our school is to:

- Teach the fundamental building blocks and characteristics of positive relationships with particular reference to friendships, family relationships and relationships with other children and with adults.
- Deliver RSE in a way that allows all pupils to be able to ask questions and discuss issues that concern them.
- Help children develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity.
- Create a positive culture around relationships.
- Teach children the correct vocabulary to describe themselves and their bodies.

## **RSE Legislation and guidance**

All schools are required to provide RSE through the National Curriculum for Science (Education Act 1996). The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

They also make Health Education compulsory in all schools except independent schools. In line with the guidance given by the DfE, we deliver RSE within our high quality PSHE curriculum.

## **Policy Development**

This policy has been developed in consultation with staff, children and parents/carers. The consultation and policy development process involved the following steps:

- 1) Review – the PSHE lead looked at all relevant information including relevant national and local guidance.
- 2) Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
- 3) Parent/stakeholder consultation – parents/carers and any interested parties were given the opportunity to review the policy and make recommendations.
- 4) Pupil consultation – we investigated what exactly children want from their RSE.
- 5) Ratification – once amendments were made, the policy was shared with trustees and ratified.

## **What is Relationship and Sex Education? (RSE)**

It is the lifelong learning about emotional, social, cultural and physical development physical, moral and emotional development. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health which is taught at Key Stage 2 and beyond. It is not about the promotion of sexual orientation or sexual activity. (DfES 2000).

## **Teaching and the Curriculum**

The focus in our school is on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.

By the end of Key Stage 1, children will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

We cover the statutory 'health' education within the PSHE curriculum. This includes teaching children about growing older and the parts of the body, including external body parts (genitalia).

As part of the Relationship and Sex Education programme, the Science National Curriculum Statutory requirements (2014 Curriculum) are as follows:

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
- We may amend our curriculum content to respond to the needs and context of our children, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.
- These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

## **How RSE is delivered**

We deliver relationships education as part of a timetabled PSHE programme, in addition to our science curriculum. We use a variety of resources to deliver our RSE lessons, but primarily use lesson plans and resources provided by the PSHE Association, 'Teaching SRE with confidence' The Christopher Winter project and NSPCC 'Talk PANTS'. The schemes are strengthened by the use of videos and story books.

The science programme will facilitate the study of animals, including humans and plants in all year groups, whilst also covering the issues that arise in different relationships through PSHE planning.

This means children will:

- develop confidence in talking, listening and thinking about feelings and relationships;
- be able to name parts of the body and describe how their bodies work;
- be able to protect themselves and ask for help and support;

- notice that animals including humans, have offspring which grow into adults.
- describe the importance of good health and hygiene

We are aware that there will often be occasions for discussion when questions will arise from children about animal, plant and human reproduction. We will aim to answer these individual questions appropriately using the correct age-appropriate vocabulary.

The delivery of RSE through PSHE lessons will ensure that RSE is not taught in isolation, and is firmly rooted within our frameworks for both science and PSHE.

In our school, the focus is primarily on safe and respectful friendships and relationships whilst also learning the correct scientific names for body parts. We also introduce the NSPCC 'PANTS' materials across the school, teaching children that their private parts are private.

The material will be delivered by teachers, with whom the children feel at ease, and support of health professionals will be sought as appropriate. We promote awareness, respect and sensitivity to any differences between all children. Teachers will make sure that all children's views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the child.

We will make sure that all teaching and materials are appropriate for the ages and needs of the children including any additional needs, such as special education needs and disabilities (SEND)

The long-term planning overview can be viewed in the appendix of this policy.

### **Role and responsibilities**

#### **Trustees**

Trustees were involved in the creation of this policy and will approve and hold the Principal to account for its implementation. The Trustees have delegated the approval of this policy to the Principal.

#### **The Principal**

The Principal is responsible for ensuring that RSE is taught consistently across the school and statutory guidelines are followed.

#### **PSHE/RSE lead**

The subject lead is also a member of the school senior leadership team and will work to ensure planning and implementation is delivered and monitored to a good standard. They will be responsible for the teaching and learning of this subject across the school.

#### **Staff**

Staff are responsible for the delivery of the RSE lessons in a sensitive way, modelling positive attitudes to RSE and monitoring progress, responding to the needs of individual pupils. All staff will model positive behaviour and avoid language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes.

Staff do not have the right to opt out of teaching RSE, staff who have concerns about teaching RSE are encouraged to discuss this with the Principal and/or PSHE/RSE lead.

## **Monitoring and evaluation**

The provision of RSE at Hamstel Infants is monitored closely by the senior leadership team and trustees. The effectiveness of the RSE programme will be evaluated through lesson observations, book monitoring, planning monitoring and pupil voice..

Children's development in RSE is monitored by class teachers.

Staff are briefed fully on the content of the lessons and best approaches for delivery, and the option to team teach with the PSHE/RSE lead is always offered if staff are lacking in confidence. Teacher planning provides possible misconceptions children may have, and definitions of vocabulary.

## **Use of Materials**

All materials used within lessons are carefully vetted by the PSHE lead and the majority are approved by the PSHE Association. Any resources and materials can be shared and discussed with parents if requested.

### Use of external agencies and materials

We will make sure that an agency and any materials used are age appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to children. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

### We will:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
  - This policy
  - The [Teachers' Standards](#)
  - The [Equality Act 2010](#)
  - The [Human Rights Act 1998](#)
  - The [Education Act 1996](#)

- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with

Be clear on:

- What they're going to say

- Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

### **Involvement of Parent/Carers**

A letter will be sent to parents before sensitive topics are taught in RSE, for example teaching the name for external body parts. Our policy and programme are available on the school website. Parents are able to come into school at any time to view further materials or discuss these with the RSE lead.

### **Rights of withdrawal**

Parents cannot withdraw their child from relationships education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

If a parent feels the need to withdraw their child from these sessions, they should initially meet with the Principal and PSHE/RSE lead to discuss their concerns.

However, aspects of RSE which are part of the Science curriculum are also statutory and children may not be withdrawn.

### **Equality**

Staff and trustees at Hamstel Infant School and Nursery are committed to removing barriers to learning and raising educational achievement for all children at the school. They are committed to equality of opportunity for all members of the school community regardless of special educational need, socioeconomic background, gender, race, religion and sexual orientation.

Members of staff are sensitive to the needs of children and their families and endeavour to prevent stereotyping that may promote sexism, racism and homophobia.

In the event of any parental concerns, the PSHE/RSE lead will meet with parents of children who may find the topics difficult, whether that be due to a protected characteristic or SEND, and we tailor the curriculum provision accordingly for individual children.

All lessons are adapted to meet the needs of learners.

### **Safeguarding**

When delivering such a sensitive topic, consideration should be given to the safeguarding of every child and staff member in the school. Any disclosures made to a member of staff should be managed within the guidelines set out in the safeguarding policy. When delivering RSE to any group, staff members should be sensitive to the pupils' background and current circumstances ensuring the pupils feel safe when dealing with sensitive topics.

This policy has been developed in consultation with trustees, staff, pupils and parents/carers. Consultation will take place with The Parent Council and Senior leaders and the policy will be available on the school website.

## Appendix 1



### PSHE and RSE Long Term Plan

	AUTUMN 1		AUTUMN 2		SPRING 1		SPRING 2		SUMMER 1		SUMMER 2	
	Relationships			Living in the wider world				Health and Wellbeing				
	Families and Friendships	Safe Relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe			
<b>NURSERY</b>	My family; feelings and emotions (RSE)	Sharing and taking turnings (RSE)	Feelings and emotions; rules (RSE)	Classroom rules; belonging to a class; forming positive relationships	Appropriate computer games (RSE)	Different jobs	Healthy foods, personal hygiene, exercise (RSE)	Body parts; changing (RSE)	Crossing roads safely with an adult; keeping safe at home and online (RSE)			
<b>RECEPTION</b>	Playing with different people; turn taking and sharing; (RSE)	Private body parts; staying safe outside (RSE)	Knowing why another child is upset; being sensitive, saying no; being polite (RSE)	Classroom rules; right from wrong; positive attachments	Appropriate computer games; limiting time using technology (RSE)	Different jobs; different strengths	Healthy foods, personal hygiene, importance of sleep, and exercise; knowing what I am good at (RSE)	Body parts; changing; what makes me unique (RSE)	Key workers that keep me safe; crossing roads safely; keeping safe online. (RSE)			
<b>YEAR 1</b>	Roles of different people; families; feeling cared for (RSE)	Recognising privacy; staying safe; seeking permission (RSE)	How behaviour affects others; being polite and respectful (RSE)	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online (RSE)	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety (RSE)	Recognising what makes them unique and special; feelings; managing when things go wrong (RSE)	How rules and age restrictions help us; keeping safe online (RSE)			
<b>YEAR 2</b>	Making friends; feeling lonely and getting help (RSE)	Managing secrets; resisting pressure and getting help; recognizing hurtful behaviour (RSE)	Recognising things in common and differences; playing and working cooperatively; sharing opinions (RSE)	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information (RSE)	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help (RSE)	Growing older; naming body parts; moving class or year (RSE)	Safety in different environments; risk and safety at home; emergencies (RSE)			

## **Appendix 2**

**Statutory expectations of what all pupils should know by the end of primary school. These are the expectations set by the Department for Education.**

### **Families and people who care for me**

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

### **Caring friendships**

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

### **Respectful, kind relationships**

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.

1. 4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
2. 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
3. 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
4. 7. The conventions of courtesy and manners.
5. 8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
6. 9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
7. 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
8. 11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust

### **Online safety and awareness**

That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. 2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

### **Being safe**

What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 4. How to respond safely and appropriately to adults they may encounter

(in all contexts, including online), including those they do and do not know. 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. 7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.