

Relationships Education, Relationships and Sex Education and Health Education (RSHE) Policy

October 2026

Version 1.6

Review date: Oct 2027

VERSION	DATE	CHANGES	CHANGES MADE BY
V1	June 2016		
V1.1	June 2018	Amended in light of changes to PSHE curriculum	Amanda Conroy (PSHE Lead)
V1.2	December 2021	Policy reviewed and amended with changes to the curriculum. Updated in light of changes to KCSIE 2021.	Charlotte Clarkson
V1.3	January 2022	Policy reviewed and amended with changes to the curriculum. Ratified by Governors 04/04/2022.	Charlotte Clarkson
V1.4	February 2024 March 2024	Policy reviewed. Ratified by Governors 11/03/2024 and shared with all staff.	Charlotte Clarkson
V1.5	February 2025 June 2025	Policy reviewed. Minor updates -frameworks and statutory guidance documents updated editions. Ratified by Governors 10/03/2025 and shared with all staff. Sustainability statement added.	Laura Newell
V1.6	October 2026	Policy name change. Reviewed with regard to changes to DfE statutory guidance (Relationships Education, Relationships and Sex Education, (RSE) and Health Education). Under consultation. Due to be approved by Full Governing Board in Spring 2027.	Charlotte Clarkson

*** At Park Hill Infant School we provide age appropriate relationships education to all pupils. We do not teach Sex Education due to the age of our children ***

Equality Statement for Park Hill Infant School

At Park Hill Infant School, we continue to teach our children about what it means to be strong, positive and productive members of society. We have always taught our pupils about equality and this remains an important part of our curriculum. We ensure that we always celebrate diversity, promote equality, demonstrate respect and stand together to challenge all forms of discriminatory language and behaviour.

We recognise that education is a vital tool for powerful, permanent and informative change. Our continuously evolving curriculum demonstrates our determination to use education to tackle issues of racism, homophobia and inequality. We strive to ensure our curriculum and supporting resources reflect values of inclusivity, diversity, equality and belonging. We do this by planning to meet the needs of gender, managing the needs of children with special educational needs, of children who are more-able, / gifted and talented, of children with disabilities, of children from all socio-economic backgrounds, children from different ethnic groups, religion and cultural backgrounds, and of those from diverse linguistic backgrounds.

Sustainability and the Curriculum

We aim for our pupils to become passionate about their role in protecting the natural world. Our curriculum provides opportunities to develop a broad knowledge and understanding of nature,

sustainability and climate change. We support pupils to translate this knowledge across all curriculum areas into positive action.

1. Introduction to Relationships Education, Relationships and Sex Education, and Health Education (RSHE)

1.1 Relationships Education, Relationships and Sex Education, and Health Education (referred to throughout this policy as RSHE) teaches children the knowledge and skills which enable them to make informed and ethical decisions about their health, well-being and relationships. RSHE prepare pupils for the responsibilities of future, adult life and supports their social, moral, mental and physical development. Teaching of RSHE supports pupils to develop resilience and self-worth. We also focus on kindness, respect, honesty, courage and positivity. These are known as our 'School Values'.

1.2 This policy has been written in accordance with frameworks and statutory guidance including: Relationships Education, Relationships and Sex Education (RSE) and Health Education 2025, Keeping Children Safe in Education (KCSIE, 2026), Multi-agency statutory guidance on Female Genital Mutilation (HM Government, 2020), Education for a Connected World Framework (UK council for Internet Safety 2020) and Preventing and tackling bullying (DfE 2026).

1.3 From July 2025, Relationships Education is compulsory in all primary schools, and Relationships and Sex Education (RSE) is compulsory in all secondary schools. All schools are also required to teach Health Education. This is a statutory requirement. RSHE is important for promoting and protecting the wellbeing of all children.

1.4 As a maintained Infant School, we must provide relationships education to all pupils as per section 34 and 35 of the Children and Social work act 2017.

- The subject is taught as part of our basic, broad and balanced school curriculum.
- We are also required to teach the KS1 Science National Curriculum 2014. This programme of study includes content related to the human body, and introduces children to the processes of reproduction and growth in animals, including humans at an infant age appropriate level.

2. Policy development

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

1. Review – Senior Leaders reviewed all relevant current curriculum information as well as relevant statutory national and local guidance
2. Staff consultation – all school staff were given the opportunity to read through the policy and make additions and recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to read this policy
4. Ratification – once all updates and amendments were made, the policy was shared with governors and ratified

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3. Aims

3.1 The objective of our RSHE curriculum is to help and support young people through their physical, emotional and moral development. This helps young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. The focus within our school is to teach fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, and relationships with other children and adults.

3.2 The main aims of our RSHE curriculum at Park Hill Infant School are to:

- Provide an environment in which sensitive discussions can take place and ensure that pupils from all backgrounds feel safe and comfortable discussing issues regarding RSHE
- Seek regular opportunities for open discussion around issues of safeguarding in an age appropriate and accessible manner. This includes topics such as: consent, awareness of harassment, child on child abuse, what constitutes violence, recognising inappropriate behaviour and recognising signs in their own relationships, and how to respond and get help in negative situations
- Provide all pupils with the knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around relationships
- Embed the school's ethos and values (kindness, respect, honesty, courage and positivity)
- Teach all pupils the correct vocabulary to describe themselves and their body, where appropriate
- Prepare pupils for the future and give them an age appropriate understanding of growth, physical development and the importance of health and hygiene
- Combat exploitation

4. RSHE within our Curriculum

4.1 At Park Hill Infant School, we teach the fundamental building blocks and characteristics of positive relationships within our RSHE curriculum. We feel it is important that all pupils have opportunities to discuss sensitive issues with teaching staff they know and trust.

4.2 RSHE is taught explicitly within regular PSHE, Science and Physical education lessons as well as across the broader curriculum. It is embedded each day during circle times, during collective worship and assemblies, and when reading and exploring literature and stories.

4.3 We follow the PSHE scheme; JIGSAW. Themes are covered in an age appropriate way, within PSHE lessons through the re-occurring themes/threads taught to each year group. These are:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

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.

Please see our half termly 'Topic Webs' which are available on our school website for more information of the RSHE objectives and curriculum coverage for each half term.

5. Inclusion

5.1 Pupils with special educational needs and disabilities (SEND)

Young children with Special Educational Needs are given additional consideration and relevant planning and resources are adapted by the class teacher with support from the Inclusion Leader. Where appropriate, advice is sought from outside agencies in order to support pupils' understanding and in communicating and delivering important messages to them.

We provide 1:1 support and nurture support groups to support pupils with specific targets regarding: personal boundaries, building healthy, positive, appropriate relationships, developing a sense of self, and identifying their personal identity. Targeted intervention is in place to support these pupils and additional sessions are allocated for pupils to discuss relevant issues regarding RSHE with the school Counsellor or Nurture Support Mentor where appropriate.

5.2 Equality and Inclusion in RSHE

5.2 RSHE lessons involve celebrating diversity, promoting equality, demonstrating respect and standing together to challenge all forms of discriminatory language and behaviour. By teaching the importance of healthy and positive relationships, we help children to tackle issues of racism, homophobia and inequality. It is important that all pupils understand that anyone can be affected by unfair bias and that they should play a role in reporting discrimination against others, as well as themselves when they see it or identify it.

5.3 RSHE is taught sensitively with understanding of the broad range of beliefs and religious backgrounds of our pupils. We ensure that all faith perspectives are treated with equal respect and that teaching comes from a balanced point of view. Children are encouraged to share their own beliefs and attitudes and these are used as discussion points to support and enrich classroom learning.

5.3 We teach children about healthy, loving relationships and this includes same-sex parents, as well as other family arrangements. We ensure that different family dynamics are represented throughout our RSHE and PSHE curriculum as well as in literature across the school.

5.4 We support children to develop skills to build positive relationships, no matter their gender. This includes being able to identify prejudice views and discrimination regarding gender and identity at an age appropriate level. We endeavour to challenge and be aware of everyday sexism and stereotypes at all times and actively create a culture and environment where children feel safe to express themselves. We seek opportunities to portray positive conceptions of femininity and masculinity across the curriculum.

6. The Role of Parents and Carers

6.1 The primary role in RSHE lies with parents and carers. We wish to build a positive and supporting relationship with parents and carers of children at our school, through mutual understanding, trust and

cooperation. We believe that through this exchange of knowledge and information, children will benefit from being given consistent messages about their bodies and their increasing responsibilities.

To promote this, we:

- Consult with, and inform parents and carers about updates and changes to the school's RSHE policy
- Answer any questions that parents or carers may have about the RSHE education which their child is receiving
- Communicate half termly learning plans for each year group, outlining the content we will cover in school with the children, including RSHE objectives
- Inform and update parents and carers about best practice known with regard to RSHE, so that the teaching in school supports the key messages that parents and carers give to children at home
- Deliver parent workshops, meetings and classroom sessions to support parent's understanding of RSHE across curriculum areas which include RSHE themes

7. Parents' right to withdraw their children

7.1 Primary schools are required to deliver Relationships Education. Due to the appropriacy of content and the age of our children, at Park Hill Infant School we do not explicitly teach Sex Education.

7.2 Parents do not have the right to withdraw their child from Relationships and Health Education, nor can they be withdrawn from topics taught as part of the Science curriculum. This is outlined in the Relationships Education, Relationships and Sex Education (RSE) and Health Education 2025 statutory guidance from the DfE, July 2025.

8. Managing Difficult Conversations

8.1 Pupils may ask questions about relationships and sex education topics which are not covered within the age appropriate content in our school curriculum. In this instance, school staff will direct the child to ask their parents and carers these questions. This may also be communicated by school staff to parents and carers in order to work together in the best interest of the child.

It is important that children feel that they are valued, safe and listened to and that they are given support to develop their understanding of RSHE topics as they mature. School staff will endeavour to support each child in the most appropriate way, at times this may take place away from the main classroom. School staff may seek guidance from the Headship Team in order to decide the best way to support the child.

9. Disclosures and Safeguarding

9.1 Where a child indicates or displays any concerning actions or disclosures regarding any possibility of their involvement in appropriate sexual activity, or suffering of any form of abuse, then this is immediately reported to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) and may be a matter of child protection. This may then be dealt with in consultation with police, health and/or social care professionals as appropriate **(Please see our Safeguarding Policy).**

Where appropriate, the Headship Team may require staff to report back to parents/carers on conversations which have been held in regards to RSHE, and the class teacher will be made aware by the Headship Team of the context needed to contact the parents/carers.

9.2 In England teachers have a mandatory duty to make a report to the police if:

- they are informed by a child under the age of 18 that they have undergone FGM
- they observe physical signs that an act of FGM may have been carried out on a child under the age of 18 **(Section 74 Serious Crime Act 2015) (Please also see our Safeguarding Policy).**

10. Roles involved with RSE provision

10.1 Staff

All school staff are responsible for:

- Delivering RSHE in a sensitive way
- Challenging any inappropriate behaviours between peers and immediately reporting any safeguarding concerns stemming from RSHE to a DSL / DDSL
- Following the RSHE policy and ensuring coverage of the school's chosen PSHE and RSHE programme of study
- Modelling positive attitudes to RSHE
- Monitoring progress of pupils in their understanding of RSHE
- Responding effectively to the needs of individual pupils, and adapting where appropriate
- Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Headteacher
- Incorporate the development of self-esteem and support positive relationships in all aspects of school life including the playground.

10.2 Pupils

Pupils are expected to engage fully in RSHE lessons and, when discussing issues related to RSHE, must treat others with respect and sensitivity.

10.3 Members of the community

We encourage valued members of the community to work with us to provide advice and support to the children with regard to RSHE education. The school invites visitors from outside the school, such as school nurses or health professionals, to provide support and training to staff teaching RSHE where required.

10.4 The Governing Body

The Governing Body will approve the RSHE policy. The Governing Body monitor the impact of the RSHE policy. Consideration is given to any comments from parents and carers about the school's RSHE programme, and the Governing Body make a record of all such comments.

10.5 The Headship Team

The Headship Team is responsible for ensuring that RSHE is taught consistently across the school.

It is the responsibility of the Headship Team to ensure that both staff and parents/carers are informed about our RSHE education policy, and that the policy is implemented effectively. Staff are given sufficient training, so that they can teach RSHE effectively, and handle any difficult issues with sensitivity. Staff are trained on the delivery of RSHE as part of their induction and it is included in continuing professional development.

The Headteacher liaises with external agencies regarding the school RSHE programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.

The Headship team monitor this policy on a regular basis, and report to governors, when requested, on the effectiveness of the policy.

11. Monitoring and review

The delivery of RSHE is monitored by the PSHE Leader (Leanne Jones) and the Headship Team. Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems and is regularly reviewed and monitored by the PSHE Leader and the Headship Team.

This policy will be reviewed annually or earlier if necessary. At every review, the policy will be ratified by the Governing Body.

Signed:_____

Print Name:_____

Date:_____

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