ST ANDREW'S C.E. INFANTS' SCHOOL

RELATIONSHIP, SEX & HEALTH EDUCATION POLICY



St Andrew's CE Infant School(reviewed Sept 2026)

Relationship, sex and health education policy (RSHE) Policy

It is a legal requirement that all schools provide an up-to-date sex and relationship education (RSHE) Policy.

It is the responsibility of the school governing body to ensure that the policy is developed and made available to parents;

Relationship, Sex and Health Education (RSHE) is firmly rooted in our school's Personal, Social and Health Education (PSHE) curriculum and is also delivered as part of other curriculum areas such as Science and RE. In this way (starting from Foundation Stage) we ensure continuity and progression, a safe and supportive learning environment and teaching within the wider context of building self esteem, emotional well being, relationships and healthy lives.
This policy links with other school policies such as the anti-bullying policy, equal opportunities and inclusion policy, safeguarding policy, child protection, e-safety, confidentiality policy and health and safety policy.

Aims and objectives of Relationship, Sex and Health education

RSHE is to assist all young people to prepare for adult life by supporting them through their physical, emotional and moral development and to help them understand themselves, respect others and sustain healthy relationships and lifestyles.

At St Andrews' school RSHE is underpinned by the ethos and values of our school and we uphold it as an entitlement for all our pupils. We recognise the need to work as a whole school community to ensure a shared understanding of RSHE and the values under-pinning it and to deliver an effective programme that meets the needs of our pupils and taking into account the variety of faiths, abilities and backgrounds.

In our school, we are committed to working towards equality of opportunity in all aspects of school life as described in our Equal Opportunities Policies including our Race, Disability and Gender Equality Policies. We will make sure that our RSHE programme is inclusive and we will consider the needs of vulnerable groups, such as looked after children, in the planning and delivery of our programme. Please also refer to the school inclusion policy.

***RSHE promotes lifelong learning about*:**

- The spiritual, moral, cultural, emotional and physical development of children
- Understanding of the value of family life and an appreciation of the many types of family
- To learn to value and respect, love and care for ourselves and others
- To learn to recognise similarities and differences between ourselves and others
- To identify and share their feelings with others
- Recognise safe and unsafe situations and talk to someone they can trust
- To promote a positive attitude to a healthy lifestyle and keeping ourselves and others safe

Aims

- To provide age appropriate health and relationships education which complies with DFE requirements
- To consider the needs of all children taking into account gender, SEND, and ethnicity
- To create a climate that encourages children to identify and express their views and feelings and to respect the views of others
- To promote openness and security so children feel safe to ask questions
- To develop confidence in talking, listening and thinking about feelings and relationships
- To learn to take responsibility for their own actions and be aware that feelings and actions have an impact on others (consequences)
- To enable pupils to develop the ability to form positive relationships
- To recognise, consider and accept the similarities and differences between themselves and treat others with sensitivity as they make friends and develop relationships
- To learn the value of respect, love and care
- To emphasise the role and value of family life and the importance of stable relationships for caring and sharing including marriage
- To encourage children to value themselves and others and to develop self esteem and a positive self image
- To help children understand their bodies
- To prepare children for growing up
- To equip children with the appropriate personal skills needed to make choices and protect themselves, including saying no to unreasonable behaviour
- To recognise safe and unsafe situations
- To learn how to develop skills to protect themselves by expressing feelings, saying no and knowing who to approach for help and support. This will include an understanding of appropriate and inappropriate touch
- To learn the importance of honesty and loyalty in relationships

Personal and Social Skills

- to learn how to identify and manage emotions confidently and sensitively
- to develop self-respect and empathy for others
- to develop communication skills with peers, school and family
- to learn how to assess risk and to develop strategies for keeping safe
- to develop the ability to give and secure help
- to develop an understanding of difference and an absence of prejudice.

Knowledge and Understanding

- to recognise and name the main external parts of the body including agreed names for sexual parts
- to know the basic rules for keeping themselves safe and healthy
- to know who can provide help and support
- begin to develop an understanding of behaviours that carry risks particularly those associated with blood and saliva
- providing opportunities for children to ask questions and clarify misinformation

The organisation of relationship, sex and health education

Staffing

Class teachers with their understanding and knowledge about their pupils in terms of age, maturity, development, religious, cultural and special needs are in the best position to deliver most RSHE. Therefore, it is our aim that all teachers will be able to deliver age appropriate RSHE in their class with support and training.

In the unlikely scenario of a member of staff expressing concern about teaching RSHE they will be supported. The PSHE Co-ordinator will offer support and ensure the delivery of the RSHE programme.

Role of Governors

The governors have been consulted on this policy and have ratified it. The governor for PSHE supports the PSHE Co-ordinator in monitoring the implementation of this policy.

Training and Development Needs

We will provide appropriate training for all staff and governors whenever necessary.

- It is essential that all staff have opportunities to update knowledge and access resources and that they are aware and agree the RSHE policy
- Training will include the appropriate ways to respond to issues and discussions raised by the children in a informal setting
- All staff will be informed of and offered training, when necessary, on issues relating to confidentiality and child protection

Visitors

We welcome the support of visitors offering specialist support and links with the community.

Visitor sessions always complement the existing RSHE provision and never replace or substitute teacher-led curriculum provision. Teachers will always be present and responsible for classroom management.

Curriculum Delivery

Curriculum planning for RSHE is part of the whole school planning process for PSHE and citizenship and is informed by the National Curriculum for Science.

The content of the RSHE programme will be delivered in a variety of ways:

- Designated PSHE / RSHE curriculum times, which provides focused opportunities for raising specific issues in a safe and structured session.
- Cross-curricular links, when appropriate RSHE, will also be delivered in Science, RE, Humanities and Literacy.
- Circle-time, planned to support the delivery of PSHE, may also be used to cover some of the RSHE programme.
- There may be other opportunities such as assemblies or 'health days' to cover the content or develop the skills involved in the RSHE programme, but these one off events will always be part of the planned programme.

Teaching and learning strategies

RSHE will be taught by all staff through elements of compulsory Science curriculum and the PSHE/ RE curriculum during lessons or circle time. It will be addressed in a topic based cross curricular age appropriate to the Foundation stage and KS1.
Children's questions will be answered openly and honestly, giving the appropriate age related information. Teachers will judge whether to refer the questions to parents.

Teachers will use a range of strategies to deliver RSHE, these include

* Establishing ground rules with pupils - as in all aspects of PSHE a set of ground rules helps create a safe environment.
* Knowing how to deal with unexpected questions or comments from pupils.
* Encouraging reflection.

Resources

All resources are selected to ensure that they are consistent with the school ethos and values and support the RSHE aims and objectives. Care is taken to ensure resources comply with the school's Equal Opportunities Policy and are age appropriate and in line with the school's values. All the materials are available for parents/carers to view on request from the class teacher.

Special educational needs (SEND) and learning difficulties

Our pupils have different abilities based on their emotional and physical development, life experiences, literacy levels and learning difficulties, but we will aim to ensure that all pupils are properly included in RSHE. We will, for example, use differentiated materials.

Some pupils with SEND may be more vulnerable to abuse and exploitation than their peers, and others maybe confused about what is acceptable public behaviour. These pupils in particular will need to develop skills to reduce the risks of being exploited, and to learn what sorts of behaviours are, and are not, acceptable.
Teachers may have to be more explicit and plan work in different ways in order to meet the individual needs of pupils with SEND or learning difficulties. It is helpful to remember to focus on activities that increase a pupil's assertiveness, communication and relationship skills, their self-esteem and understanding. Active learning methods and drama techniques are particularly effective.

Religion and ethnicity

In our school, we seek to recognise the diverse beliefs of all of our pupils and families including religious and minority ethnic communities and aim to value and celebrate cultural diversity. There will be a range of views on RSHE within every community so we will try to broadly represent those of our whole school community in line with our Race Equality Policy, we will explore assumptions about different cultural beliefs and values and encourage activities, which challenge stereotypes. We will use a range of teaching materials and resources that reflect our cultural diversity and encourage a sense of inclusiveness.

We accept that pupils and adults in our school may hold very different religious and cultural beliefs about RSHE. We will encourage consultation and discussion with pupils, parents and community leaders to ensure that we consider cultural,

religious and linguistic needs in the development and review of our RSHE policy and programme.

Statement for equality of opportunity

In accordance with the policy provision will be made to meet the needs of all children regardless of race, religion, gender, disabilities, sexual orientation and age.
This will be done through planning and providing the relevant resources to ensure the curriculum is fully accessible to all children.

Recording and assessment

In addition to the pupils' self-assessment, teachers will assess pupils through informal methods, such as observations and discussions with a particular focus. To show coverage and progress we use floor books throughout the school.

Monitoring and evaluation of the RSHE curriculum

The review and monitoring of this policy is the responsibility of the PSHE Co-ordinator and will include:

- Review of planning and guidance.
- Liaison with class teachers.
- Classroom observation in line with other curriculum areas.
- Carrying-out a regular audit of provision in order to ensure we are meeting the needs of all our pupils and delivering an effective programme.
- Release time for the Co-ordinator to carry out the above.

Governors in liaison with class teachers have the opportunity to observe RSHE sessions. The PSHE Co-ordinator is available to discuss the RSHE programme with them informally. Teachers and pupils will evaluate the lessons to aid future planning.
Monitoring takes place through liaison between the PSHE Co-ordinator and class teachers.

Liaison with feeder junior schools
In order to promote 'lifelong learning about physical, moral and emotional development' it is important that our partner schools are aware of the RSHE delivered in our school so that they can reinforce and build on the work we have done.

Specific issues and language to use

We recognise that some aspects of RSHE for teachers, pupils, parents and the wider school community may be considered sensitive or challenging. We respect the varied beliefs and values held by our school community, however, personal beliefs and attitudes will not influence the teaching of RSHE. Teachers and all those contributing to RSHE are expected to work within our agreed values framework as described in this policy and are supported by current legislation and guidelines.

Teachers will be offered support and training to deliver the programme sensitively and effectively. This may involve support from the PSHE Co-ordinator, the senior management team, the PSHE consultant for ESCC/DCAT and outside agencies. Staff delivering RSHE will not be expected to deal with sensitive/challenging issues beyond those outlined in the curriculum content.

Pupils may ask questions or seek information about specific issues. It is school policy to address these questions and provide information in a straightforward, age and maturity appropriate way. On some occasions these questions may be addressed later possibly after consultation with colleagues.

Confidentiality and child protection

Our school is committed to acting in the best interest of all the children. RSHE should take place within a safe and supportive environment that facilitates relevant discussion. Confidentiality contributes to this and will be used as a ground rule for all RSHE lessons.

Children in our school will be constantly reminded of the benefits of confidentiality. Children will also be told, in age and maturity appropriate language that teachers can keep confidentiality except when the teacher is concerned about their safety or that of another child. When appropriate, pupils will be informed of sources of confidential help. Teachers and support staff are aware that teaching RSHE can lead to pupil disclosures of abuse. All staff and visitors involved in the delivery of RSHE are also clear that they cannot offer or give unconditional confidentiality to children in the school. Staff are also aware of school child protection procedures, local guidance, there is a nominated person to turn to with concerns. Staff will reassure pupils that, if confidentiality has to be broken, they will be informed first and supported.

Liaison with parents and carers

Our school would like to share responsibility with parents and carers in the delivery of RSHE. We are confident that good communication and sharing our

philosophy, aims and purpose of RSHE will enable parents/carers to support our RSHE programme.

We will use the school newsletter to inform parents and carers of the RSHE content. We will also listen and support concerns from parents/carers regarding any aspect of RSHE. We will also do our best to support parents in talking to their children about RSHE. We will **NOT** be teaching about human sexual behaviour. There is **no** right to withdraw from any aspect of RSHE at Key stage 1.

Implementation of policy

This policy, including the supporting guidance, will be implemented and delivered by all staff. The full policy, including Supporting Guidance and Scheme of Work is available on request to parents / carers and governors from the PSHE Co-ordinator and head teacher.

September 2026