



Relationship and Sex Education Policy

Approved by Governing Body on:	09 July 2026
Date of next review:	July 2027
Review cycle:	Annually
Policy owner:	Headteacher
Location of policy:	School Website
Policy control record updated by Clerk to Governors:	Yes
Date of last amendments:	July 2026

Contents

1. Definition and Aims.....	1
2. Statutory requirements	2
3. Policy development.....	2
4. Curriculum	3
5. Delivery of RSE	3
6. Inclusivity	5
7. Use of external organisations and materials	6
8. Safeguarding and confidentiality.....	7
9. Roles and responsibilities	7
10. Parents' right to withdraw	8
11. Training	9
12. Monitoring and Evaluation of Relationships Education/RSE.....	9
Appendix 1: PSHE and RSE Curriculum Overview.....	11

1. Definition and Aims

At All Saints Infants School, we believe that our pupils need to be educated in Relationships Education and Relationships & Sex Education (RSE) as part of a broad and balanced curriculum that develops the whole child and supports their personal development, health and wellbeing. Relationships Education and RSE are not about the promotion of sexual orientation or sexual activity. Instead, they support understanding and acceptance of the diverse relationships that exist within our school community, in modern Britain and beyond.

We define Relationships Education as learning about personal, physical, social, moral, cultural and emotional development. It includes understanding the importance of stable and loving relationships, respect, love and care, and different kinds of family life, friendships and other relationships. It also involves acquiring information and developing and forming positive beliefs, values and attitudes that help pupils to form and maintain healthy relationships and connections.

We consider effective Relationships Education and RSE to be a vital part of the school approach to effective safeguarding. We believe Relationships Education and RSE are important for our pupils and our school because they help to keep everyone safe, happy and healthy.

The overarching aims of Relationships Education and Relationships & Sex Education (RSE) at our school are:

- To provide a curriculum that reflects the children's age, physical and emotional maturity, and the school's values of love, respect and forgiveness
- To enable adults and children to engage in sensitive age appropriate discussions that are inclusive of all learners
- To help children develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- To create a positive culture around issues of relationships which respects out children's religious and cultural backgrounds
- To prepare children to stay safe, healthy and confident in their relationships

- To teach children the correct vocabulary to describe themselves and their bodies

As there is no Sex Education taught in EYFS or Key Stage 1 - families do not have the right to withdraw their child from any part of the Key Stage 1 RSE curriculum.

2. Statutory requirements

As a maintained infant school, we must provide relationships education and health education to all children under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996.
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At ASIS, we teach RSE as set out in this policy.

3. Policy development

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

1. Review –staff pulled together 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 – families and any interested parties were consulted on the policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Curriculum

Relationships Education/RSE is delivered as part of our PSHE programme in Key Stage One. Through this, we aim to provide pupils with the knowledge, skills and understanding they need to lead confident, healthy and independent lives and to become informed, active and responsible citizens. Our provision intends to help young people develop confidence in talking about and considering relationships that we all have.

Relationships Education/RSE is taught gradually across key stages so that learning builds year by year in a way that is appropriate to pupils' age and maturity. This approach responds to the pupils' needs and supports them to manage the opportunities and challenges they may face as they grow up.

At All Saints Infants School, we use the Kapow Primary RSE/PSHE scheme of work as the basis for our Relationships Education/RSE provision. The scheme is designed to ensure full coverage of the statutory RHE

requirements from Year 1 to Year 6, along with the statutory EYFS (Reception) framework for Personal, Social and Emotional Development (PSED). While the statutory RHE guidance applies from Year 1 onwards, the EYFS Framework outlines early developmental goals in areas such as self-regulation, managing self and building relationships. The Kapow Primary RSE & PSHE scheme aims to ensure that pupils not only cover all the content from the statutory guidance documents but also acquire important lifelong skills.

Related content is also taught through other curriculum subjects, such as religious education, science and computing. Pupils also explore related themes through assemblies, whole school projects and events, where appropriate.

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 families 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).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

Our RSE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with families, children and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our children.

We will share all curriculum materials with families on request. Parents can also find further information about the curriculum at the Kapow Parent Page <https://www.kapowprimary.com/subjects/rse-pshe/curriculum/rse-pshe-parent-information/>

5. Delivery of RSE

Our Relationships Education/RSE curriculum is delivered predominantly by teachers or other staff within our school in Years 1 and 2 and forms part of our timetabled Personal, Social, Health & Economic (PSHE) education programme.

We recognise that external visitors can add value to the teaching and delivery of Relationships Education/RSE due to their specialist knowledge or expertise. On occasion, appropriately experienced visitors may contribute to the delivery of Relationships Education/RSE e.g. school nurse. Relevant school policies, including this policy, are shared with any visitors prior to delivery to ensure expectations are clear. School staff are always present during sessions delivered by visitors, and visitors are expected to work in line with this policy and other relevant school policies.

Creating a safe learning environment is a vital part of effective Relationships Education/RSE delivery, particularly where sensitive or complex issues may be explored. Our school supports pupils to develop confidence in talking, listening and thinking about relationships in a safe and secure way.

To support this, a range of strategies are used, including:

- Establishing clear ground rules or learning agreements with pupils on boundaries in lessons.
- Using ‘distancing’ techniques and strategies.
- Understanding how to discuss sensitive topics, questions or comments from pupils.
- Using age-appropriate materials.
- Encouraging reflection and discussion.

A wide variety of best-practice teaching and learning approaches are used within the Kapow RSE/PSHE programme to support effective and sensitive delivery of Relationships Education/RSE. These include:

- Film-clips/graphics.
- Scenarios and stories.
- Images and visual prompts.
- Reflection and discussions activities (i.e. whole class, small groups, paired etc.).
- Role play.
- Problem-solving activities.
- Independent, paired and group work.
- The use of anonymous question boxes.

Staff receive training where required to support safe and effective delivery, including how to manage sensitive topics and pupil questions. During Relationships Education/RSE lessons, pupils are encouraged to ask appropriate questions in line with the agreed boundaries/ground rules established. Any questions arising from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer. Teaching staff aim to answer questions honestly and factually, within the scope of the curriculum.

Where a question is not age-appropriate, falls outside the curriculum, or a member of staff does not feel it is appropriate to answer in class, pupils may be supported individually or signposted to families, who have the primary responsibility for discussing sensitive matters. When responding to questions, teachers use a neutral script such as: "That's a thoughtful question. It's not part of our learning today, so we are not going to explore it in class. If you are worried about anything then you can talk to me or another trusted adult privately outside of the lesson," This approach ensures pupils receive accurate, non-judgmental answers while respecting parental rights and maintaining the integrity of the school's curriculum. If teachers have concerns regarding any question asked by pupils, they follow school safeguarding procedures.

If a pupil who has been withdrawn from sex education lessons asks a question about withdrawn content, teachers will not answer in class and will use a neutral script such as: "That question is about content your parent has asked us not to cover with you in school. Let's make sure an adult follows this up with you safely." Parents will be informed that their child has asked a question which they may need to follow-up with their child and offer guidance for discussing it at home if needed.

As part of our Relationships Education/RSE delivery, pupils are supported to understand who they can speak to in school if they have concerns or worries about anything that has been covered. Building children's ability to understand that there is always help available from trusted adults is an important cross-cutting element of our PSHE and RSE provision. We may also signpost pupils to other reliable external service and sources of help and support, such as Childline.

When delivering Relationships Education/RSE, teachers are sensitive to the differing needs of pupils and ensure that appropriate adaptations to learning materials are made so they are inclusive, engaging, safe and accessible to all pupils, including any those with additional needs or those with SEND.

6.1 Inclusivity

It is our intention that all pupils have the opportunity to experience a programme of Relationships Education /Relationships & Sex Education (RSE) at a level that is appropriate for their age and cognitive development, with differentiated provision where required. We operate a fully inclusive ethos in our school. We will teach these lessons in a manner that:

- Considers how a diverse range of children will relate to them
- Is sensitive to all children's experiences
- During lessons, makes children feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that children learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

We are mindful of statutory guidance from the Department for Education (DfE) and Ofsted, and of the legal responsibilities placed upon schools by the Equality Act (2010) to promote inclusion, mutual respect and the protection of protected characteristics. Relationships Education/RSE provides an opportunity to support the discharge of these duties in a safe and appropriate environment. The full Act can be viewed here: <http://www.legislation.gov.uk/ukpga/2010/15/contents> All schools in England have a legal responsibility to eliminate discrimination and are required to raise pupils' understanding and awareness of diversity and to promote respectful relationships with those who are different from them.

6.2 Use of resources

Our school recognises that there are different ethnic, religious and cultural beliefs and attitudes around Relationships Education/RSE topics, as well as acknowledging that pupils may come from a variety of different family types and backgrounds. These differences are reflected through teaching and resources that promote diversity and inclusion in Relationships Education/RSE.

During PSHE and RSE sessions, objective discussion of the diversity of the community we serve, and wider society in modern Britain, is approached in a sensitive and age-appropriate manner so that all pupils have access to lessons that are inclusive and based on a factual understanding of the law.

- . We will consider whether any resources we plan to use:
 - Are aligned with the teaching requirements set out in the statutory RSE guidance
 - Would support children in applying their knowledge in different contexts and settings
 - Are age-appropriate, given the age and maturity of the children
 - Are evidence-based and contain robust facts and statistics
 - Fit into our curriculum plan
 - Are from credible sources
 - Are compatible with effective teaching approaches
 - Are sensitive to children's experiences and won't provoke distress

We will make sure that when we consult families we provide examples of the resources that the school plans to use.

7. Use of external organisations and materials

We will make sure that any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

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 children's 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 families
- 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
- Inform all external organisations that the school is legally obliged to share all content with families
- Share all external materials with families

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
- Work with agencies who don't allow their material to be shared with families

8. Safeguarding and confidentiality

Confidentiality in Relationships Education/Relationships & Sex Education (RSE) lessons is managed in the same way as all conversations are managed. A member of staff can never promise unconditional confidentiality to pupils if concerns exist or disclosures are made during lessons. Staff ensure that pupils are

made aware that confidentiality cannot be guaranteed and that there are procedures that must be followed. The school's safeguarding protocols are followed at all times.

Through the ground rules established as part of creating a safe learning environment in all PSHE and RSE lessons, pupils are reminded that personal questions or sensitive information should not be shared in an open classroom environment. Pupils are also reminded that they can speak to a member of staff or another trusted adult if they have any questions, worries or concerns.

Teachers are aware that effective Relationships Education/RSE, which includes developing an understanding of what is and is not acceptable in different relationships, may sometimes lead to disclosures of safeguarding concerns by pupils. If this occurs, the member of staff informs the head teacher or Designated Safeguarding Lead (DSL), in line with the school's safeguarding policy.

All staff are trained to handle questions and disclosures sensitively. If a pupil's question or comment raises a safeguarding concern, staff follow the school's safeguarding policy and inform the Designated Safeguarding Lead (DSL) immediately. Confidentiality is respected as far as possible, but safeguarding always takes priority. Ground rules are used within lessons to help manage disclosures and behaviour, alongside other strategies that support the creation of a safe learning environment.

9. Roles and responsibilities

9.1 The governing board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

9.2 The headteacher

The headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with families, and for managing requests to withdraw children from the one non-statutory/non-science lesson of RSE (see section 9).

9.3 Staff

Staff are responsible for:

- › Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- › Modelling positive attitudes to RSE
- › Monitoring progress
- › Responding to the needs of individual children
- › Responding appropriately to children whose families wish them to be withdrawn from the one non-statutory/non-science lesson of RSE
- › Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- › Reporting any safeguarding concerns or disclosures that children may make as a result of the subject content to the school's designated safeguarding leads (DSL) – Susannah Daniel and Kathleen Wathey.

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 headteacher.

9.4 Subject Lead

- › Oversee the day-to-day operation of the school's Relationships Education / RSE provision and policy.

- › Keep up to date with changes in legislation and best practice.
- › Support or organise training where necessary.
- › Liaise with relevant external agencies (for example, school nursing services or visitors).
- › Develop, review, monitor and evaluate the delivery of Relationships Education/RSE.
- › Report to governors and senior leaders as requested.

9.5 Children

- › Take part fully in lessons.
- › Follow and contribute to agreed ground rules in lessons.
- › Behave appropriately and treat others with respect and sensitivity.
- › Talk to teachers or other school staff if they have worries or concerns.
- › Support the creation of positive and inclusive Relationship Education / RSE lessons.

9.6 Families

- › Share responsibility for supporting their child's Relationships Education / RSE learning and wider personal, social and emotional development
- › Support the delivery of Relationships Education / RSE in line with this policy.
- › Engage in consultation and information-sharing opportunities.
- › Seek additional support from the school where needed.

10. Parents' right to withdraw

Families do not have the right to withdraw their child from any part of the Key Stage 1 RSE curriculum. Families have the right to withdraw their child from some Sex Education lessons in Year 6.

The school will inform families before the naming of the body part lesson takes place and the class teacher will provide an outline of the lesson and share examples of the resources that will be used in the lesson. While we aim to provide full transparency, some resources may be subject to copyright restrictions. In these cases, parents are offered supervised viewing in school.

Should parents have further questions, then they should contact the class teacher.

11. Training

Staff are trained on the delivery of Relationships Education/RSE as part of their induction and it is included in our continuing professional development calendar. All staff must ensure that they are up to date with school policy and curriculum requirements regarding Relationships Education/Relationships & Sex Education (RSE). We recognise that some elements of the curriculum may mean staff require further support or training around certain themes to increase confidence and ensure that delivery is effective and supportive.

We expect staff to provide regular feedback to the subject lead on their experience of teaching Relationships Education/RSE, including identifying any areas where additional support or training would be helpful. The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

12. Monitoring and Evaluation of Relationships Education/RSE

Our aim is to provide Relationships Education/RSE that is relevant and tailored to meet the needs of our pupils, based on their age and stage of personal development. For this reason, we regularly review our curriculum to evaluate its effectiveness.

The PSHE/RSE subject lead is responsible for monitoring and evaluating provision to ensure that the programme is effective and impactful. The subject lead reports to the headteacher and governors and makes information available as requested.

Monitoring and evaluation may include:

- Monitoring of planning.
- Lesson observations.
- Learning walks.
- Work scrutiny.
- Pupil voice activities.
- Staff feedback.
- Parent feedback and engagement.
- Surveys.
- Consideration of local or school level sources of data (for example, behaviour, health or safeguarding information).

Teachers are expected to reflect on their delivery of Relationships Education/RSE and provide feedback to the subject lead to support ongoing development of the subject.

This policy will be reviewed by school leaders annually. At every review, the policy will be approved by the governing board.

Appendix 1: PSHE Curriculum Overview

PSHE and RSE Curriculum Overview for EYFS / KS1

The EYFS (Reception) content is mapped against the Self-regulation, Managing-self and Building relationships strands, in line with the Personal, Social and Emotional Development section of the EYFS Framework.

Self-regulation

My feelings - Learning to understanding their feelings, pupils begin to recognise specific emotions, express them appropriately and manage strong feelings effectively.

Listening and following instructions - Listening to stories to develop their comprehension skills, pupils practise paying close attention to spoken language through games. They also begin to consider how rumours can spread quickly and change as they are passed on.

Managing-self

Taking on challenges - Considering the value of persistence and perseverance when facing challenges, pupils learn how to communicate effectively with others, recognise why rules are important and practise simple grounding coping strategies.

My wellbeing - Learning why exercise is important for physical and mental health, pupils explore the effects of different types of exercise on the body. They discuss ways to take care of themselves, learn how to travel safely as pedestrians and consider the importance of making balanced food choices.

Building relationships

Special relationships - Exploring why families and special people are important, pupils develop an understanding of the value of relationships and the importance of sharing. They learn simple strategies to help them share fairly and begin to see themselves as valuable individuals.

My family and friends - Exploring cultural festivals, pupils reinforce the importance of sharing and turn-taking through role-play. They consider the ingredients of a good friend, explore how kind words make others feel and recognise the value of working together as a team

In Key Stage One the scheme is organised into the content areas below:

My healthy self – Learning to recognise and understand a range of emotions. Explore ways that they can manage strong emotions and improve their mood. Explore healthy choices – including eating fruit and vegetables, drinking water, resting well and caring for their teeth.

Connecting with others – Learning how to build positive relationships that are based on respect including how to disagree well with others. Developing an understanding of personal space, privacy and boundaries. Exploring how families are unique and how family members help and support one another. Celebrating similarities and differences within people and communities.

The online world – Developing children's awareness of when they are online and offline. Learning to consider how they use the internet and develop their awareness of online content and begin to recognise that not everything they encounter is suitable for them. Explore how they should respond if something makes them feel uncomfortable and learn that information shared online cannot always be trusted or taken at face value.

Citizenship (non-statutory) – Learning how to care for babies, young children and pet. Exploring how they can improve their school environment. Find out how rules help people to help one another by keeping everyone safe, happy and treated fairly. Finding out about communities and explore the different groups they are part of and reflect on similarities and differences between themselves and others in their community. They will learn how decisions can be made fairly by taking everyone's views into account, including through simple voting. Pupils are also introduced to what money is, where it comes from and how people earn it.

Staying safe – Recognising how rules help to keep them safe. Explore common hazards in the home and public places. Recognise that people can make them feel unsafe through words, actions or touch and it is always okay to say they do not like something. Recognising appropriate adult to ask for help when they feel unsure or unsafe.

Health protection (Year One) – Exploring the roles of people who help to prevent and treat illness. Understand how germs spread and how actions such as hand washing can reduce the spread of illness. They practise asking for help when they or others are unwell or injured and begin to understand what constitutes a medical emergency.

Growing up (Year 2 only) – Learning how people grow and change as they get older, pupils recognise physical changes as a normal part of growing up and learn the correct scientific names for private body parts including penis, vulva, vagina, testicles, nipples, scrotum. They explore privacy and personal boundaries, develop an understanding of how to respect others' personal space and identify who to talk to if they feel worried or unsafe.

The content areas above are underpinned by four strands that run throughout every year group.

- Self-regulation.
- Managing self.
- Building relationships.
- Critical thinking.

The first three strands are drawn from the EYFS Framework and extended through KS1 and beyond to ensure continuity in pupils' social and emotional development. The fourth strand, Critical thinking, reflects the growing need for pupils to question what they see and hear – especially online – and to make informed, thoughtful decisions.