



## Relationship, Sex and Health Education (RSHE) Policy

### 1. Aims

The aims of the Relationship and Sex Education (RSE) at Marnel Infant School are to:

- Provide age appropriate health and sex education and discuss the importance of health and hygiene in a manner that is age appropriate for the children in our care.
- Provide children with the opportunity to express their views and feelings and understand the importance of respecting the views of others.
- Help pupils develop feelings of self-respect, confidence and empathy in an environment where children are able to ask questions.
- Create a positive culture around issues of sexuality and relationships, in a manner that is age appropriate for the children in our care, to enable pupils to develop the ability to form positive relationships.
- Teach pupils to use the correct biological vocabulary to describe themselves, to understand their bodies and prepare them for 'growing up'.
- To consider the needs of all pupils taking into account gender, ethnicity, family life and SEND.
- To enable children to initiate reasoned and informed decision making, including saying 'no' to unacceptable behaviour and to recognise safe and unsafe situations.
- To encourage all children to value themselves and others to develop self-esteem and a positive self-image.

### 2. Statutory requirements

As a maintained primary school, we must provide Relationships Education to all pupils as per section 34 of the *Children and Social work act 2017*.

The Relationships Education (RSE) and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools.

At Marnel Infant School, we teach RSE as set out in this policy.

### 3. Policy development

This policy has been developed in consultation with staff, governors, pupils and parents.

The consultation and policy development process involved the following steps:

- 1) Review – The P.D.L lead pulled together all relevant information including national and local guidance.
- 2) Staff – All staff were given the opportunity to look at the policy and make recommendations.
- 3) Parents – Parents were given the opportunity to read the policy and provide any recommendations.
- 4) Pupils – Pupils were asked were asked to share their views with regard to RSE at school.

- 5) Ratifications – Once amendments were made, the policy was shared with governors and ratified.

#### 4. Definition

The DfE guidance states that *“children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way”*<sup>1</sup>. It is about the development of the pupil’s knowledge and understanding about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. In primary schools, the focus should be on *“teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.”*<sup>2</sup> This would include topics of families and the people who care for me, caring friendships, respectful relationships, online relationships and being safe.

#### 5. Curriculum

RSE is taught at Marnel Infant School in conjunction with the personal, social and health education (PSHE) curriculum.

Relationship education focuses on teaching the fundamental building blocks and characteristics of positive relationships, including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

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 (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers, amongst other structures) along with reflecting sensitively that some children may have different structure of support around them (for example: looked after children or young carers).

#### 6. Delivery of RSE

The RSE curriculum at Marnel is delivered through the following areas:

- RE curriculum
- Forest School sessions
- PE curriculum
- Science curriculum
- Computing curriculum
- Assemblies
- Thrive curriculum
- PATHS lessons (EYFS)

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Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 4

<sup>2</sup> Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 19

Please see appendix one to see where in our curriculum and school life the children at Marnel Infant School will cover the different RSE objectives. For a more detailed overview, please see the P.D.L lead.

## **7. Roles and Responsibilities**

The role of Governors:

- Approve the RSE policy.
- Ensure the policy is in accordance with the other whole school policies.

The role of the Headteacher:

- To ensure that RSE is taught consistently across the school.

The role of the RSE (PDL) Co-ordinator

- Supporting other members of staff in the implementation of this policy
- Monitoring the RSE across the school to ensure the aims of the aims of this policy are followed.

The role of all staff:

- All teachers have a responsibility of care, as well as academic progress
- Delivery RSE in a sensitive way
- Model positive attitudes to RSE.
- Respond to the needs of individual children.

## **8. Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationship education. Sex education will be taught within the statutory components of the Science curriculum as detailed in the National Curriculum programme of study for Science.

## **9. Monitoring**

The delivery of Relationship and Sex Education will be monitored and evaluated through planning, classroom observation, regular review of the relevant schemes of work and discussions with teachers and children. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. If during Health and Relationships sessions a teacher or a member of support staff become aware of an issue linked to Child Protection, procedures the child Protection Policy will be followed.

**Reviewed: Autumn 2025**

**Review date: Autumn 2026**

Appendix One: Overview of RSE coverage at Marnel Infant School.

	RSE Program of Study outlined in the DfE statutory <i>Relationship, Sex and Health Education</i> guidance. By the end of KS1 all pupils should know:	Examples of where this objective is covered at Marnel Infant School
Families and People Who Care for Me	✓ that families are important for children growing up because they can give love, security and stability.	✓ Assemblies ✓ Thrive sessions
	✓ the characteristics of healthy family life, committed 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.	✓ Assemblies ✓ Thrive sessions ✓ Love of Reading
	✓ that others' families, 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.	✓ Assemblies ✓ Thrive sessions ✓ Belonging Week ✓ R.E lessons ✓ Love of Reading
	✓ that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.	✓ Assemblies ✓ Thrive sessions
	✓ that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	✓ Assemblies
	✓ how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	✓ Assemblies ✓ Thrive sessions
Caring Friendships	✓ how important friendships are in making us feel happy and secure, and how people choose and make friends.	✓ Assemblies ✓ Thrive sessions ✓ Love of Reading ✓ Belonging Week
	✓ the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	✓ Assemblies ✓ Thrive sessions ✓ Love of Reading ✓ Belonging Week ✓ Discovery Time ✓ Forest School
	✓ that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	✓ Assemblies ✓ Thrive sessions ✓ Love of Reading ✓ Belonging Week ✓ Discovery Time ✓ Forest School
	✓ that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	✓ Assemblies ✓ Thrive sessions ✓ Love of Reading ✓ Belonging Week ✓ Discovery Time ✓ Forest School
	✓ how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	✓ Assemblies ✓ Thrive sessions ✓ Love of Reading ✓ Belonging Week ✓ Discovery Time ✓ Forest School
Respectful Relationships	✓ the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.	✓ Assemblies ✓ Belonging Week ✓ Thrive sessions ✓ Love of Reading ✓ Discovery Time ✓ Forest School ✓ R.E. lessons
	✓ practical steps they can take in a range of different contexts to improve or support respectful relationships.	✓ Assemblies ✓ Belonging Week ✓ Thrive sessions ✓ Love of Reading ✓ Discovery Time ✓ Forest School
	✓ the conventions of courtesy and manners.	✓ Assemblies ✓ Thrive sessions ✓ Twiggle time
	✓ the importance of self-respect and how this links to their own happiness.	✓ Thrive sessions ✓ Twiggle time
	✓ that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.	✓ Assemblies ✓ Thrive sessions ✓ R.E. curriculum ✓ Twiggle time ✓ Discovery Time ✓ Forest School

	<ul style="list-style-type: none"> <li>✓ about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Assemblies</li> <li>✓ Thrive sessions</li> <li>✓ Belonging week</li> <li>✓ E-safety lessons</li> <li>✓ E-safety day</li> </ul>
	<ul style="list-style-type: none"> <li>✓ what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul>	<ul style="list-style-type: none"> <li>✓ R.E. curriculum</li> </ul>
	<ul style="list-style-type: none"> <li>✓ the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>	<ul style="list-style-type: none"> <li>✓ Assemblies</li> <li>✓ Thrive sessions</li> </ul>
<b>Online Relationships</b>	<ul style="list-style-type: none"> <li>✓ that people sometimes behave differently online, including by pretending to be someone they are not.</li> </ul>	<ul style="list-style-type: none"> <li>✓ E-safety day</li> <li>✓ Computing curriculum</li> </ul>
	<ul style="list-style-type: none"> <li>✓ that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> </ul>	<ul style="list-style-type: none"> <li>✓ E-safety day</li> <li>✓ Computing curriculum</li> </ul>
	<ul style="list-style-type: none"> <li>✓ the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> </ul>	<ul style="list-style-type: none"> <li>✓ E-safety day</li> <li>✓ Computing curriculum</li> </ul>
	<ul style="list-style-type: none"> <li>✓ how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> </ul>	<ul style="list-style-type: none"> <li>✓ E-safety day</li> <li>✓ Computing curriculum</li> </ul>
	<ul style="list-style-type: none"> <li>✓ how information and data is shared and used online.</li> </ul>	<ul style="list-style-type: none"> <li>✓ E-safety day</li> <li>✓ Computing curriculum</li> </ul>
	<ul style="list-style-type: none"> <li>✓ what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> </ul>	<ul style="list-style-type: none"> <li>✓ Assemblies</li> <li>✓ Thrive sessions</li> <li>✓ Discovery time</li> </ul>
	<ul style="list-style-type: none"> <li>✓ about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Assemblies</li> </ul>
	<ul style="list-style-type: none"> <li>✓ that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Thrive sessions</li> </ul>
<b>Being Safe</b>	<ul style="list-style-type: none"> <li>✓ how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Computing curriculum</li> </ul>
	<ul style="list-style-type: none"> <li>✓ how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Assemblies</li> <li>✓ Thrive sessions</li> <li>✓ Debating sessions</li> </ul>
	<ul style="list-style-type: none"> <li>✓ how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Assemblies</li> <li>✓ Thrive sessions</li> <li>✓ Discovery time</li> </ul>
	<ul style="list-style-type: none"> <li>✓ how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Assemblies</li> <li>✓ Thrive sessions</li> </ul>
	<ul style="list-style-type: none"> <li>✓ where to get advice e.g. family, school and/or other sources.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Assemblies</li> </ul>
<b>Mental Wellbeing</b>	<ul style="list-style-type: none"> <li>✓ that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Science curriculum</li> <li>✓ Sports week</li> <li>✓ P.E. curriculum</li> <li>✓ Forest School sessions</li> <li>✓ Thrive sessions</li> <li>✓ Assemblies</li> <li>✓ Belonging Week</li> </ul>
	<ul style="list-style-type: none"> <li>✓ that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Assemblies</li> <li>✓ Thrive sessions</li> <li>✓ Love of Reading</li> <li>✓ Belonging Week</li> </ul>
	<ul style="list-style-type: none"> <li>✓ how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Assemblies</li> <li>✓ Thrive sessions</li> <li>✓ Love of Reading</li> <li>✓ Belonging Week</li> </ul>
	<ul style="list-style-type: none"> <li>✓ how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Assemblies</li> <li>✓ Thrive sessions</li> </ul>
	<ul style="list-style-type: none"> <li>✓ the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Assemblies</li> <li>✓ P.E. curriculum</li> <li>✓ Forest School sessions</li> </ul>
	<ul style="list-style-type: none"> <li>✓ simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Assemblies</li> <li>✓ P.E. curriculum</li> <li>✓ Forest School sessions</li> </ul>
	<ul style="list-style-type: none"> <li>✓ isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Assemblies</li> <li>✓ Thrive sessions</li> <li>✓ End of year transitions</li> </ul>
	<ul style="list-style-type: none"> <li>✓ that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Assemblies</li> <li>✓ Thrive sessions</li> <li>✓ Computing curriculum</li> </ul>
	<ul style="list-style-type: none"> <li>✓ where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> </ul>	<ul style="list-style-type: none"> <li>✓ Assemblies</li> <li>✓ Thrive sessions</li> </ul>
	<ul style="list-style-type: none"> <li>✓ it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Assemblies</li> </ul>

<b>Internet Safety and Harms</b>	✓ that for most people the internet is an integral part of life and has many benefits.	✓ Computing curriculum
	✓ about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.	✓ Computing curriculum ✓ Assemblies
	✓ how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.	✓ Computing curriculum ✓ Assemblies
	✓ why social media, some computer games and online gaming, for example, are age restricted.	✓ Computing curriculum ✓ Safer Internet Day
	✓ that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.	✓ Computing curriculum ✓ Safer Internet Day
	✓ how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.	✓ Computing curriculum ✓ Safer Internet Day
	✓ where and how to report concerns and get support with issues online.	✓ Computing curriculum ✓ Safer Internet Day
<b>Physical Health and Fitness</b>	✓ the characteristics and mental and physical benefits of an active lifestyle.	✓ P.E. curriculum ✓ Sports Week ✓ Forest School sessions
	✓ the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.	✓ P.E. curriculum ✓ Sports Week ✓ Forest School sessions ✓ Golden Mile (daily)
	✓ the risks associated with an inactive lifestyle (including obesity).	✓ Sports Week ✓ Science curriculum
	✓ how and when to seek support including which adults to speak to in school if they are worried about their health.	✓ Sports Week ✓ Thrive sessions
<b>Healthy Eating</b>	✓ what constitutes a healthy diet (including understanding calories and other nutritional content).	✓ Assemblies ✓ Science curriculum ✓ Sports Week
	✓ the principles of planning and preparing a range of healthy meals.	✓ Science curriculum ✓ Assemblies
	✓ the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	✓ Science curriculum ✓ Assemblies
<b>Health and Prevention</b>	✓ the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	✓ Assemblies
	✓ about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	✓ Assemblies
	✓ the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	✓ Assemblies
	✓ about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	✓ Assemblies ✓ Science curriculum
	✓ about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	✓ Assemblies ✓ Science curriculum
	✓ the facts and science relating to allergies, immunisation and vaccination.	✓ Assemblies
	✓ how to make a clear and efficient call to emergency services if necessary.	✓ Assemblies
	✓ concepts of basic first-aid, for example dealing with common injuries, including head injuries	✓ Assemblies
✓ key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	✓ Science curriculum	