



Relationship, Sex and Health Education (RSHE) Policy

1. Introduction

The purpose of this policy is to outline how Relationship, Sex and Health Education (RSHE) is delivered at Marnel Infant School and to provide all stakeholders with a clear understanding of how this is delivered through our curriculum. Our focus is on developing children's knowledge about health, relationships, emotional and mental wellbeing to support them to make decisions as they grow and change. We understand that effective RSHE is important for promoting and protecting the wellbeing of all children.

This policy has been updated in line with the updated guidance (July 2025) from the Department for Education and works alongside other key policies, such as behaviour and safeguarding, to create a safe and supportive environment for our children.

2. Aims

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

- Help pupils develop feelings of self-respect, confidence and empathy in an environment where children are able to ask questions.
- Consider the needs of all pupils taking into account gender, ethnicity, family life and SEND.
- Encourage all children to value themselves and others to develop self-esteem and a positive self-image.
- Help pupils to develop their communication skills so they have the confidence to express their needs and boundaries and understand the importance of respecting the views of others.
- Support children to understand the importance of online safety and the tools to know where to turn to in order to seek help.
- Work alongside our core values (7R's) which provide children with problem solving tools to support them to become independent with their learning and life: *resilience, reflectiveness, responsibility, reasoning, risk taking, resourcefulness and reading*.
- Ensure the children in our school develop age appropriate knowledge and skills to form positive beliefs, values and attitudes towards: relationships, their own emotions and those of other people, personal hygiene, their bodies and different families.

3. Statutory requirements

As mentioned in Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2025) "*The duties on schools are set out in legislation.¹ 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*

¹ Maintained schools and academies are required to provide a curriculum which is broad and balanced in accordance with Section 78 of the Education Act 2002. Part I of the Schedule to the Education (Independent School Standards) Regulations 2014 requires independent schools other than academies to make provision for PSHE (paragraph 2(2)(d)), and to prepare pupils for the opportunities, responsibilities and experiences of life in British society (paragraph 2(2)(i)). Part 2 of the Schedule requires independent schools (including academies) to meet the standard relating to the Spiritual, Moral, Social and Cultural development of pupils.

primary education. They also make health education compulsory in all schools except independent schools. Personal, social, health and economic education (PSHE) continues to be compulsory in independent schools.”

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.

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

4. 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 invited to listen to a talk about the updates to our RSHE policy and how we teach this at our school. Parents were invited to ask questions and share their views.
- 4) Pupils – A selection of pupils from across the school were spoken to about their views on some lessons and their understanding of some areas of our RSHE curriculum.
- 5) Ratifications – Once amendments were made, the policy was shared with governors and ratified.

5. Definition

RSHE is about the emotional, social and cultural development of children, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information, and exploring issues and values. RSHE is not about the promotion of sexual activity.

At Marnel Infant School, due to the age of our children, we only provide pupils with relationship and health education.

6. Curriculum

RSHE is taught at Marnel Infant School in conjunction with the Personal, Social and Health Education (PSHE) curriculum and the RSHE programme of study as outlined in the DfE statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance.

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, kind relationships
- Online safety and awareness
- 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). We take care to avoid exposing children to concepts which are not appropriate for them.

Health education focuses on supporting children to make good decisions about their own health and wellbeing. It reminds children the importance of physical activity, good nutrition and sufficient sleep, and supports pupils to develop emotional awareness. It covers the following areas:

- General wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal safety
- Basic first aid
- Developing bodies

We may amend our curriculum content to respond to the needs and context of our pupils, 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.

7. Delivery of RSHE

The RSHE 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)

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, or for information on materials used, please see the P.D.L lead.

8. Managing Questions

During the delivery of RSHE, children may ask questions about topics which go beyond anything covered by the school. If this situation arises, the class teacher will speak to the PDL lead or a member of the Senior Leadership Team to discuss the next steps.

9. Inclusivity

At Marnel Infant School we meet the needs of all children and this is also applicable with our RSHE curriculum. We consider the needs of the children in our classes, including those with special educational needs, and we are sensitive to all pupils' experiences. Class teachers have a secure knowledge of the needs and experiences of all children in their class so they adapt the RSHE curriculum to allow all children to access this.

10. Roles and Responsibilities

The role of Governors:

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

The role of the Headteacher:

- To ensure that RSHE 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 RSHE across the school to ensure the aims of the aims of this policy are followed.
- Review the monitoring and use this to analyse the impact of the RSHE policy and whether any changes need to be made.

The role of all staff:

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

11. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationship and health education but they have a right to withdraw them from some or all sex education as part of statutory RSHE. At Marnel Infant School some aspects of our relationship and health education will be taught within the statutory components of the Science curriculum as detailed in the National Curriculum programme of study for Science. Pupils cannot be withdrawn from topics taught as part of the science curriculum. Please see Page 6 of Relationships Education, Relationships and Sex Education (RSE) and Health Education (2025) for more information about this.

12. Monitoring

The delivery of Relationship, Sex and Health 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 RSHE is monitored by class teachers as part of our internal assessment systems. If during these 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: Summer 2026

Review date: Autumn 2027

Appendix One: Overview of RSHE coverage at Marnel Infant School and where this objective is covered in our curriculum/school life. Highlighted boxes are the updated objectives from DfE 2025 guidance.

RSHE Program of Study outlined in the DfE statutory <i>Relationship, Sex and Health Education</i> guidance. By the end of KS2 all pupils should know:	Examples of where this objective is covered at Marnel Infant School
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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, and civil partnership, 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
	✓ 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).	✓ Assemblies ✓ Thrive sessions ✓ Love of Reading ✓ Belonging Week ✓ Discovery Time ✓ Forest School
	✓ 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.	✓ Assemblies ✓ Thrive sessions ✓ Love of Reading
	✓ the characteristics of friendships that lead to happiness and security, 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 ✓ Forest School ✓ Discovery Time
	✓ that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.	✓ Assemblies ✓ Thrive sessions ✓ Love of Reading ✓ Belonging Week ✓ Discovery Time ✓ Forest School
	✓ How to manage conflict, and that resorting to violence is never right.	✓ Assemblies ✓ Thrive sessions ✓ Love of Reading ✓ Belonging Week ✓ Discovery Time ✓ Forest School
Respectful, kind, Relationships	✓ 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.)	✓ Assemblies ✓ Belonging Week ✓ Thrive sessions ✓ Love of Reading ✓ Discovery Time ✓ Forest School ✓ R.E. lessons
	✓ The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	✓ Assemblies ✓ Belonging Week ✓ Thrive sessions ✓ Love of Reading ✓ Discovery Time ✓ Forest School
	✓ 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.	✓ Assemblies ✓ Thrive sessions ✓ Discovery Time ✓ Forest School ✓ Love of Reading

	✓ 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.	✓ Thrive sessions ✓ Assemblies
	✓ 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.	✓ Assemblies ✓ Thrive sessions ✓ R.E. curriculum ✓ Twiddle time ✓ Discovery Time ✓ Forest School
	✓ Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.	✓ Assemblies ✓ Thrive sessions
	✓ the conventions of courtesy and manners.	✓ Assemblies ✓ Thrive sessions
	✓ 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.)	✓ Assemblies ✓ Thrive sessions
	✓ 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.	✓ Assemblies ✓ Thrive sessions ✓ Computing curriculum
	✓ what a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype.	✓ R.E. curriculum ✓ Assemblies ✓ Thrive sessions
	✓ how to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	✓ Assemblies ✓ Thrive sessions ✓ Computing curriculum
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.)	✓ E-safety day ✓ Computing curriculum
	✓ 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.)	✓ E-safety day ✓ Computing curriculum
	✓ 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.	✓ E-safety day ✓ Computing curriculum
	✓ The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.	✓ E-safety day ✓ Computing curriculum
	✓ 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.	✓ E-safety day ✓ Computing curriculum
	✓ 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.	✓ Assemblies ✓ Thrive sessions ✓ Discovery time
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.	✓ Computing curriculum ✓ Discovery Time ✓ Assemblies ✓ Thrive sessions
	✓ 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.	✓ Assemblies ✓ Thrive sessions ✓ Computing curriculum ✓ Debating sessions
	✓ That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.	✓ Assemblies ✓ Thrive sessions ✓ Discovery time
	✓ How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know	✓ Computing curriculum ✓ Assemblies
	✓ How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.	✓ Thrive sessions ✓ Assemblies
	✓ 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.	✓ Assemblies ✓ Thrive sessions ✓ Computing curriculum
General Wellbeing	✓ 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.	✓ Assemblies ✓ Thrive sessions
	✓ The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.	✓ Science curriculum ✓ Sports week ✓ P.E. curriculum ✓ Forest School sessions ✓ Thrive sessions ✓ Assemblies ✓ Belonging Week

	✓ The importance of promoting general wellbeing and physical health.	✓ Assemblies ✓ Thrive sessions ✓ P.E. curriculum
	✓ The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. (<i>Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.</i>)	✓ Assemblies ✓ Thrive sessions ✓ Love of Reading ✓ Belonging Week
	✓ How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	✓ Assemblies ✓ Thrive sessions
	✓ How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	✓ Assemblies ✓ Thrive sessions
	✓ That isolation and loneliness can affect children, and the benefits of seeking support.	✓ Assemblies ✓ Thrive sessions
	✓ That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.	✓ Assemblies ✓ Thrive sessions ✓ Computing curriculum
	✓ That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.	✓ Assemblies ✓ Thrive sessions
	✓ Where and how to seek support (including recognising the triggers for seeking support), including who 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).	✓ Assemblies ✓ Thrive sessions
	✓ That it is common to experience mental health problems, and early support can help.	✓ Assemblies ✓ Thrive sessions
Wellbeing Online	✓ That for almost everyone the internet is an integral part of life. (<i>Pupils should be supported to think about positive and negative aspects of the internet.</i>)	✓ Computing curriculum
	✓ Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.	✓ Computing curriculum ✓ Assemblies
	✓ The benefits of limiting 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 impact of their online behaviour on others, and how to recognise and display respectful behaviour online.	✓ Computing curriculum ✓ Safer Internet Day
	✓ Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.	✓ Computing curriculum ✓ Assemblies
	✓ The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.	✓ Computing curriculum ✓ Assemblies
	✓ How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.	✓ Computing curriculum ✓ Assemblies curriculum
	✓ That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.	✓ Computing curriculum ✓ Assemblies
	✓ How to understand the information they find online, including from search engines, and know how information is selected and targeted.	✓ Computing curriculum ✓ Safer Internet Day
	✓ That they have rights in relation to sharing personal data, privacy and consent.	✓ Computing curriculum ✓ Safer Internet Day
Physical Health and Fitness	✓ Where and how to report concerns and get support with issues online.	✓ Computing curriculum ✓ Safer Internet Day
	✓ 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
Healthy Eating	✓ 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
	✓ what constitutes a healthy diet (including understanding calories and other nutritional content).	✓ Assemblies ✓ Science curriculum ✓ Sports Week
	✓ Understanding the importance of a healthy relationship with food.	✓ Assemblies ✓ Science curriculum ✓ Sports Week
	✓ the principles of planning and preparing a range of healthy meals.	✓ Assemblies ✓ Science curriculum ✓ Sports Week
	✓ 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).	✓ Assemblies ✓ Science curriculum ✓ Sports Week

Health and Prevention	✓ the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. (This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.)	Not applicable for the age of our children
	✓ How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	✓ 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 health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.	✓ Assemblies ✓ Science curriculum
	✓ About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups 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
	✓ The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.	✓ Assemblies
Personal Safety	About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	✓ Assemblies ✓ External visitor – Year 1 Fire Safety
	✓ How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	✓ Assemblies
Basic First Aid	✓ how to make a clear and efficient call to emergency services if necessary including the importance of reporting incidents rather than filming them. ✓	✓ Assemblies
	✓ concepts of basic first-aid, for example dealing with common injuries, including head injuries	✓ Assemblies
Developing bodies	✓ About growth and other ways the body can change and develop, particularly during adolescence.	Not applicable for the age of our children
	✓ The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.	✓ Science curriculum – Year 2
	✓ The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.	Not applicable for the age of our children