

The Oaks Infant School



The Oaks Infant School

Relationships and Sex Education Policy

Start Date: July 2026
Review Date: July 2027

Contents

1. Aims	3
2. Statutory requirements	3
3. Policy development	4
4. Definition	4
5. Curriculum	4
6. Delivery of RSE	4
7. Roles and responsibilities	5
8. Parents' right to withdraw	5
9. Training	5
10. Monitoring arrangements	6
Appendix 1: By the end of primary school pupils should know	Error! Bookmark not defined.
Appendix 2: Personal development curriculum overview	7

1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Give pupils an understanding of relationships and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Provide a framework in which sensitive discussions can take place

2. Statutory requirements

As an academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach Science which would include the elements of sex education contained in the Science curriculum. For Key Stage One children this only includes the following:

Animals, including humans
Statutory requirements Pupils should be taught to: ▪ notice that animals, including humans, have offspring which grow into adults ▪ find out about and describe the basic needs of animals, including humans, for survival (water, food and air) ▪ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
Notes and guidance (non-statutory) Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.
Notes and guidance (non-statutory) The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult. Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

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

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

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Governor consultation – the Local Monitoring Council were given the opportunity to look at the policy and make recommendations prior to consultation with other stakeholders
3. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
4. Parent/stakeholder consultation – parents and any interested parties were given the opportunity to look at the policy and ask any questions
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils. At infant school level, it involves learning about relationships, healthy lifestyles (including supervised toothbrushing in Reception), diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online or from unreliable sources.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught as part of our Personal Development curriculum. Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in Religious Education (RE).

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

- Relationships
- Living in the wider world
- Health and wellbeing

For more information about our RSE curriculum, see Appendices 1 and 2.

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 a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 The governing board (Local Monitoring Council)

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

7.2 The Executive Headteacher/Head of School (EHT/HoS)

The EHT/HoS is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Using accurate Scientific vocabulary when teaching Science

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.

7.4 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

As an infant school, we only offer statutory RSE education. Therefore, parents do not have the right to withdraw from the curriculum we offer for RSE.

9. Training

Staff are trained on the delivery of RSE as part of our continuing professional development calendar.

10. Monitoring arrangements

The delivery of RSE is monitored by Jane Fone (Personal Development Leader) through:

Learning walks, pupil and staff feedback, book / Tapestry looks, planning monitoring

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Catherine Hurst (EHT) every two years. At every review, the policy will be approved by the governing body (Local Monitoring Council).

Appendix 1: By the end of primary school pupils should know

(NB. this is the statutory curriculum for the end of Year 6. We do not cover all of this in an infant school).

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment 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 • 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 • 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 • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • 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 • 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

TOPIC	PUPILS SHOULD KNOW
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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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 • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Many of the above are taught holistically throughout the year , through child initiated learning and dependent on the needs of the cohort.

Appendix 2:

Personal Development Curriculum Overview

The content of this curriculum is divided into terms, however this is for a guide only; content can be taught in any order in response to the needs of the cohort.

Each session would benefit with starting and ending with some mindfulness techniques to enhance children's mental health and ability to be peaceful.

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and well being		
Reception	Safe relationships	Respecting ourselves and others	Family and friendships	Belonging in a community	Media literacy and digital resilience	Physical health and Mental wellbeing	Money and work	Growing and changing	Keeping safe
	Getting to know each other. Zones of Regulation	Oaks expectations Recognising feelings and Zones of Regulation Oaks expectations	Our families and the school community	Family and friends care for each other. Belonging to a community. Respecting and celebrating differences.	Understanding personal information. Knowing who to talk to at school.	Keeping healthy: food and exercise, hygiene routines.	The difference between need and want. Responsibilities and reward – job roles in the classroom.	Recognising what makes them unique and special feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online. sun safety Moral dilemmas
Year 1	Safe relationships	Respecting ourselves and others	Family and friendships	Belonging in a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
	Recognising privacy: Staying safe; seeking permission	How behaviour affects others; being polite and respectful	Roles of different people; families; feeling cared for	What rules are: caring for others' needs, looking after the environment	Using the internet and digital devices, communicating offline	Strengths and interests; jobs in the community	Keeping healthy: food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online.
Year 2	Safe relationships	Respecting ourselves and others	Family and friendships	Belonging in a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
	Making friends, feeling lonely and getting help Managing secrets Resisting pressure and getting help	Recognising hurtful behaviour Recognising things in common and differences Playing and working cooperatively Sharing opinions	Making friends; feeling lonely and getting help	What rules are: caring for others' needs, looking after the environment	Using the internet and digital devices, communicating offline	Strengths and interests; jobs in the community	Keeping healthy: food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online.

Personal Development Curriculum

Reception

Term	Topic	In this unit of work, students learn...
A u t u m n	Safe relationships Recognising privacy; staying safe; seeking permission PoS Refs: R10, R13, R15, R16, R17	• about situations when someone's body or feelings might be hurt and whom to go to for help • about what it means to keep something private, including parts of the body that are private • to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) • how to respond if being touched makes them feel uncomfortable or unsafe • when it is important to ask for permission to touch others • how to ask for and give/not give permission
	Respecting ourselves and others How behaviour affects others; being polite and respectful PoS Refs: R21, R22	• what kind and unkind behaviour mean in and out school • how kind and unkind behaviour can make people feel • about what respect means • about class rules, being polite to others, sharing and taking turns
	Families and friendships Roles of different people; families; feeling cared for PoS Refs: R1, R2, R3, R4, R5	• about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers • the role these different people play in children's lives and how they care for them • what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. • about the importance of telling someone — and how to tell them — if they are worried about something in their family

Spring	Belonging to a community What rules are; caring for others' needs; looking after the environment PoS Refs: L1, L2, L3	• about examples of rules in different situations, e.g. class rules, rules at home, rules outside • that different people have different needs • how we care for people, animals and other living things in different ways • how they can look after the environment, e.g. recycling
	Media literacy and digital resilience Using the internet and digital devices; communicating online PoS Refs: L7, L8	• how and why people use the internet • the benefits of using the internet and digital devices • how people find things out and communicate safely with others online
	Money and work Keeping healthy; food and exercise; hygiene routines; sun safety PoS Refs: H1, H2, H3, H5, H8, H9, H10	• what it means to be healthy and why it is important • ways to take care of themselves on a daily basis • about basic hygiene routines, e.g. hand washing • about healthy and unhealthy foods, including sugar intake • about physical activity and how it keeps people healthy • about different types of play, including balancing indoor, outdoor and screen-based play • about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors • how to keep safe in the sun

S u m m e r	Physical Health and mental wellbeing Strengths and interests; jobs in the community PoS Refs: L14, L16, L17	• that everyone has different strengths, in and out of school • about how different strengths and interests are needed to do different jobs • about people whose job it is to help us in the community • about different jobs and the work people do
	Growing and changing Recognising what makes them unique and special; feelings; managing when things go wrong PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24	• to recognise what makes them special and unique including their likes, dislikes and what they are good at • how to manage and whom to tell when finding things difficult, or when things go wrong • how they are the same and different to others • about different kinds of feelings • how to recognise feelings in themselves and others • how feelings can affect how people behave
	Keeping safe How rules and age restrictions help us; keeping safe online PoS Refs: H28, H34	• how rules can help to keep us safe • why some things have age restrictions, e.g. TV and film, games, toys or play areas • basic rules for keeping safe online • whom to tell if they see something online that makes them feel unhappy, worried, or scared

Year 1

Term	Topic	In this unit of work, students learn...
Autumn — Relationships	Families and friendships Roles of different people; families; feeling cared for PoS Refs: R1, R2, R3, R4, R5	- about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers - the role these different people play in children's lives and how they care for them - what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. - about the importance of telling someone — and how to tell them — if they are worried about something in their family
	Safe relationships Recognising privacy; staying safe; seeking permission PoS Refs: R10, R13, R15, R16, R17	- about situations when someone's body or feelings might be hurt and whom to go to for help - about what it means to keep something private, including parts of the body that are private - to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) - how to respond if being touched makes them feel uncomfortable or unsafe - when it is important to ask for permission to touch others - how to ask for and give/not give permission
	Respecting ourselves and others How behaviour affects others; being polite and respectful PoS Refs: R21, R22	- what kind and unkind behaviour mean in and out school - how kind and unkind behaviour can make people feel - about what respect means - about class rules, being polite to others, sharing and taking turns
Spring — Living in the wider world	Belonging to a community What rules are; caring for others' needs; looking after the environment	- about examples of rules in different situations, e.g. class rules, rules at home, rules outside - that different people have different needs

	PoS Refs: L1, L2, L3	• how we care for people, animals and other living things in different ways • how they can look after the environment, e.g. recycling
Spring — Living in the wider world	Media literacy and Digital resilience Using the internet and digital devices; communicating online PoS Refs: L7, L8	• how and why people use the internet • the benefits of using the internet and digital devices • how people find things out and communicate safely with others online
	Money and Work Strengths and interests; jobs in the community PoS Refs: L14, L16, L17	• that everyone has different strengths, in and out of school • about how different strengths and interests are needed to do different jobs • about people whose job it is to help us in the community • about different jobs and the work people do
Summer — Health and wellbeing	Physical health and Mental wellbeing Keeping healthy; food and exercise; hygiene routines; sun safety PoS Refs: H1, H2, H3, H5, H8, H9, H10	• what it means to be healthy and why it is important • ways to take care of themselves on a daily basis • about basic hygiene routines, e.g. hand washing • about healthy and unhealthy foods, including sugar intake • about physical activity and how it keeps people healthy • about different types of play, including balancing indoor, outdoor and screen-based play • about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors • how to keep safe in the sun
	Growing and changing Recognising what makes them unique and special; feelings;	• to recognise what makes them special and unique including their likes, dislikes and what they are good at • how to manage and whom to tell when finding things difficult, or when things go

	managing when things go wrong PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24	wrong • how they are the same and different to others • about different kinds of feelings • how to recognise feelings in themselves and others • how feelings can affect how people behave
	Keeping safe How rules and age restrictions help us; keeping safe online PoS Refs: H28, H34	• how rules can help to keep us safe • why some things have age restrictions, e.g. TV and film, games, toys or play areas • basic rules for keeping safe online • whom to tell if they see something online that makes them feel unhappy, worried, or scared

Year 2

Term	Topic	In this unit of work, students learn...
Autumn — Relationships	Families and friendships Making friends; feeling lonely and getting help PoS Refs: R6, R7 R8, R9, R24	• how to be a good friend, e.g. kindness, listening, honesty • about different ways that people meet and make friends • strategies for positive play with friends, e.g. joining in, including others, etc. • about what causes arguments between friends • how to positively resolve arguments between friends • how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else
	Safe relationships Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	• how to recognise hurtful behaviour, including online • what to do and whom to tell if they see or experience hurtful behaviour, including online

	PoS Refs: R11, R12, R14, R18, R19, R20	• about what bullying is and different types of bullying • how someone may feel if they are being bullied • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • how to resist pressure to do something that feels uncomfortable or unsafe • how to ask for help if they feel unsafe or worried and what vocabulary to use
	Respecting ourselves and others Recognising things in common and differences; playing and working cooperatively; sharing opinions PoS Refs: R23, R24, R25	• about the things they have in common with their friends, classmates, and other people • how friends can have both similarities and differences • how to play and work cooperatively in different groups and situations • how to share their ideas and listen to others, take part in discussions, and give reasons for their views
Spring	Belonging to a community Belonging to a group; roles and responsibilities; being the same and different in the community PoS Refs: L2, L4, L5, L6	• about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups • about different rights and responsibilities that they have in school and the wider community • about how a community can help people from different groups to feel included • to recognise that they are all equal, and ways in which they are the same and different to others in their community
Spring — Living in the wider world	Media literacy and Digital resilience The internet in everyday life; online content and information PoS Refs: L8, L9	• the ways in which people can access the internet e.g. phones, tablets, computers • to recognise the purpose and value of the internet in everyday life • to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos • that information online might not always be true
	Money and Work	• about what money is and its different forms e.g. coins, notes, and ways of paying

	What money is; needs and wants; looking after money PoS Refs: L10, L11, L12, L13, L15	for things e.g. debit cards, electronic payments • how money can be kept and looked after • about getting, keeping and spending money • that people are paid money for the job they do • how to recognise the difference between needs and wants • how people make choices about spending money, including thinking about needs and wants
Summer — Health and wellbeing	Physical health and Mental wellbeing Why sleep is important medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help PoS Refs: H4, H6, H7, H16, H17, H18, H19, H20	• about routines and habits for maintaining good physical and mental health • why sleep and rest are important for growing and keeping healthy • that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies • the importance of, and routines for, brushing teeth and visiting the dentist • about food and drink that affect dental health • how to describe and share a range of feelings • ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others • how to manage big feelings including those associated with change, loss and bereavement • when and how to ask for help, and how to help others, with their feelings
	Growing and changing Growing older; naming body parts; moving class or year PoS Refs: H20, H25, H26, H27	• about the human life cycle and how people grow from young to old • how our needs and bodies change as we grow up • to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) • about change as people grow up, including new opportunities and responsibilities

		• preparing to move to a new class and setting goals for next year
Summer — Health and wellbeing	Keeping safe	• how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines • how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' • to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger • how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products • about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel • how to respond if there is an accident and someone is hurt • about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say
	Safety in different environments; risk and safety at home; emergencies	
	PoS Refs: H29, H30, H31, H32, H33, H35, H36, H27	