

Southbourne Infant School



Relationships and Sex Education Policy (RSE)

Approved by:	Governors
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Last reviewed on	March 2026
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Next review due by:	March 2028
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Aims

The focus of relationships and sex education (RSE) in our school is to teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendship, family relationships, and relationships with other children and adults. The aims of RSE of at our school are to:

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

Our RSE curriculum embodies our school values and vision, encouraging our children to be independent, curious, responsible, kind and creative learners, and preparing them for life-long learning and success. Our school's embedded values are fundamental to our RSE curriculum.



Statutory requirements

As a maintained infant school we must provide relationships education to all children as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but do teach the correct vocabulary to enable children to describe themselves and their bodies, as contained in the science curriculum.

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](#).

This policy has been developed in consultation with children, parents/carers, staff and governors.

Definition

RSE is about the emotional, social and cultural development of children, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

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

Curriculum

Our curriculum is bespoke to our school and takes into account features of our catchment area such as the railway crossing and close proximity to the sea, along with an understanding of the cultures of the families of the children in our area. The curriculum will be adapted by teaching staff and reasonable adjustments made to suit changes in cohorts, taking into account the age, needs and emotional resilience of children.

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

Delivery of RSE

RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Teaching builds according to the age and needs of the children with developmentally appropriate learning objectives

Our curriculum will be adapted and personalised to ensure accessibility for all children, including those with SEND. Content and teaching will be tailored and adapted to meet the specific needs of children at different developmental stages.

Biological aspects of RSE are also 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:

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

For more information about our RSE curriculum, see Appendix 2.

These areas of learning are taught within the context of family life sensitively taking into account the variety of family structures that can be found in our communities (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, and foster parents/carers amongst other structures).

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual children

Parents' right to withdraw

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

Our school does not provide any sex education that is in addition to that covered in the science curriculum (see Appendix 3).

10. Monitoring arrangements

The delivery of RSE is monitored by Linda Sherlock (SENDCO).

Children's development in RSE is monitored by class teachers as part of our internal assessment systems. PSHCE co-ordinator will monitor the provision of RSE through learning walks, floor book scrutinies and pupil conferencing.

This policy will be reviewed every two years and approved by the Governors.

Appendix 1: Curriculum Map

	Autumn	Spring	Summer
Theme	Health and Well-being Relationships Living in the wider world	Health and Well-being Relationships Living in the wider world	Health and Well-being Living in the wider world
KS1	<ul style="list-style-type: none"> • • Growing and changing • Families and friendships • Respecting ourselves and others • Belonging to a community 	<ul style="list-style-type: none"> • Belonging to a community • Safe relationships • Keeping safe 	<ul style="list-style-type: none"> • Media literacy and digital resilience • Physical health and • Mental wellbeing • Money and work • Growing and changing

Appendix 2: Statutory Guidance from DFE

By the end of *primary* school children should know

TOPIC	CHILDREN SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	CHILDREN SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

Appendix 3: Core Science Topics Relating to RSE (KS1)

The following science objectives directly support the RSE curriculum by teaching children about their bodies and how they change:

- **Human Body (Year 1):** Pupils learn to identify, name, draw, and label basic parts of the human body and associate them with the five senses.
- **Animals and Humans (Year 2):** Pupils notice that animals, including humans, have offspring that grow into adults.
- **Health and Hygiene (Year 2):** Pupils describe the importance of exercise, eating the right amounts of different types of food, and hygiene for humans.