Southbourne Infant School

Relationships, Sex and Health Education Policy (RSHE)

Approved by:	**Governors**
Last reviewed on:	**October 2026**
Next review due by:	**October 2028**

Aims

The focus of relationships, sex and health education (RSHE) 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. It also supports children to develop the knowledge and skills they need to keep themselves healthy and safe, both offline and online. The aims of RSHE 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
- Develop children's understanding of privacy, personal space, healthy boundaries, permission and how to seek help from a trusted adult.
- Support children to understand physical and mental wellbeing, including sleep, activity, hygiene, food, managing feelings, change and loss.

Our RSHE 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 RSHE curriculum.

Statutory requirements

As a maintained infant school we must provide relationships education and health education to all children. Relationships education is required under section 34 of the Children and Social Work Act 2017.

We are not required to provide sex education in addition to the National Curriculum for science. Where learning about bodies is taught, children are taught accurate, age-appropriate scientific vocabulary and clear messages about privacy and boundaries.

In teaching RSHE, we have regard to statutory guidance issued by the Secretary of State and ensure that our curriculum is age-appropriate for children aged 4–7.

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

The 2026 PSHE/RSE Education Long Term Overview reflects the revised RSHE expectations adopted by the school and is the curriculum document used alongside this policy.

Definition

RSHE is about the emotional, social and cultural development of children, and involves learning about relationships, healthy lifestyles, diversity and personal identity. It also includes age-appropriate learning about physical and mental health, personal safety, privacy, boundaries, online relationships and knowing how to ask for help.

RSHE 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 the curriculum map in Appendix 1 and the 2026 PSHE/RSE Education Long Term Overview.

Delivery of RSHE

RSHE 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. The long-term plan explicitly develops learning about healthy boundaries, stereotypes, respectful disagreement, online safety, wellbeing, safe help-seeking and correct scientific vocabulary for body parts.

Our curriculum will be adapted and personalised to ensure accessibility for all children, including those with SEND. This may include the use of visual resources, simplified language, practical activities, repetition, additional processing time and individual or small-group teaching where appropriate. Staff will consider children's communication, sensory and emotional needs to ensure that all pupils can access learning. Content and teaching will be tailored and adapted to meet the specific needs of children at different developmental stages.

Biological aspects of RSHE are also taught within the science curriculum, and other aspects are included in religious education (RE). Health education is reinforced through everyday routines, safeguarding practice and wider school approaches to wellbeing.

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

Health education in KS1 includes:

- physical health and mental wellbeing, including sleep, exercise, time outdoors and asking for help
- healthy eating, hygiene, dental health and understanding how germs spread
- keeping safe in everyday situations, including road, railway, water, fire, sun and medicine safety
- recognising hazards, knowing how to call the emergency services and simple first-aid responses
- change, loss and bereavement, and simple strategies for managing feelings

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 responsibilities

Staff are responsible for:

- Delivering RSHE in a sensitive and age-appropriate way
- Modelling positive attitudes to RSHE
- 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 or health education.

Our school does not provide any sex education that is in addition to that covered in the science curriculum.

Monitoring arrangements

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

Children's development in RSHE is monitored by class teachers as part of our internal assessment systems. The PSHE coordinator will monitor the provision of RSHE through learning walks, floor book scrutinies and pupil conferencing.

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

Appendix 1: PSHE/RSHE Curriculum Map

This map reflects the structure of the 2026 PSHE/RSE Education Long Term Overview.

Autumn **Health and Well-being** **Relationships** **Living in the wider world**			**Spring:** **Relationships** **Living in the wider world** **Health and Well-being**			**Summer:** **Living in the wider world** **Health and Well-being**		
Growing and changing Families and friendships	Respecting ourselves and others	Belonging to a community	Belonging to a community	Safe relationships	Keeping safe	Media literacy and digital resilience	Physical health and Mental wellbeing	Money and work Growing and changing

Appendix 2: Relationships Education – KS1 Curriculum Expectations

Families and people who care for me

- Families are important for children growing up because they can give love, security and stability.
- Healthy family life includes care, protection, spending time together and supporting each other in times of difficulty.
- Other families may look different from their own family and those differences should be respected.
- Stable, caring relationships can be of different types and are important for children's security as they grow up.
- Marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- Children should know how to seek help or advice if family relationships are making them feel unhappy or unsafe.

Caring friendships

- Friendships are important in helping us feel happy and secure, and people choose and make friends.
- Positive friendships include mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, shared interests and support.
- Healthy friendships are positive and welcoming and do not make others feel lonely or excluded.
- Friendships can have ups and downs and these can often be worked through so that a friendship is repaired or strengthened; violence is never right.
- Children learn how to recognise who to trust, manage conflict and seek help if a friendship makes them feel unhappy or uncomfortable.
- Children learn to communicate needs and boundaries respectfully, manage disagreements kindly and use non-violent ways to repair friendships.

Respectful relationships

- The importance of respecting others, even when they are different from them or make different choices or have different preferences or beliefs.
- Practical steps children can take 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.
- Children can expect to be treated with respect and should show respect to others, including those in positions of authority.
- Different types of bullying, the impact of bullying 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.
- Children learn to express healthy boundaries and needs assertively and respectfully, and to recognise the difference between being assertive and being controlling.
- Children learn about the role of bystanders in bullying and that telling a trusted adult can help keep themselves and others safe.

Online relationships

- People sometimes behave differently online, including by pretending to be someone they are not.
- The same principles of respect apply to online relationships as to face-to-face relationships.
- Children learn rules and principles for keeping safe online, recognising risks, harmful content and contact, and reporting concerns.
- Children begin to critically consider online friendships and sources of information.
- Children learn that information and data can be shared and used online.
- Children learn that the same expectations of kindness and respect apply online as face-to-face and to ask an adult for help if something online worries them.
- Children learn to protect personal information, understand that some online services are age-restricted and know how to report concerns to a trusted adult.
- Children learn that online activity can affect wellbeing and that balanced screen time, offline activity and relationships are important.

Being safe

- Children understand personal space and privacy and that their body belongs to them.
- Children know that permission is needed before touching someone else's body, belongings or personal information, and begin to seek and give permission appropriately.
- Children know they can say no to unwanted touch and identify trusted adults they can speak to if they feel worried or unsafe.
- Children understand the difference between safe/appropriate secrets and unsafe or uncomfortable secrets.
- Children begin to develop strategies for resisting pressure to do something unsafe, unkind or against their values.
- Children are encouraged to trust their instincts when behaviour does not feel right and understand that harmful or abusive behaviour is never the child's fault.
- Children use correct scientific vocabulary for private body parts and understand and communicate boundaries around their body.

Appendix 3: Health Education – KS1 Curriculum Expectations

- Children know what keeping healthy means and ways to take care of themselves physically and mentally, including food, exercise and hygiene.
- Children understand the importance of sleep and rest and how this helps their bodies and minds.
- Children identify basic feelings and develop simple strategies for managing feelings and asking for help when needed.
- Children understand how to stay safe in everyday situations, including road safety, sun safety, medicines and household products.
- Children know about growing and changing, including privacy and which parts of the body are private.
- Children understand that physical activity, time outdoors, helping others, hobbies and relationships can support wellbeing.
- Children understand that worry, sadness, change, loss and bereavement can bring a range of feelings and know when and how to seek support.
- Children know basic ways to reduce risks around fire, roads, railways and water, how to make an emergency call and simple first-aid responses to common minor injuries.
- Children understand how germs can spread, how hygiene helps prevent illness, and the importance of a healthy relationship with food.
- Children know that medicines can help people stay healthy or feel better and should only be taken under adult supervision.
- Children know how to keep teeth healthy through diet, brushing and regular dental visits.

Appendix 4: Core Science Topics Relating to RSHE (KS1)

The following science objectives directly support the RSHE 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.
- Within age-appropriate PSHE/RSHE learning, children are taught the correct scientific names for private body parts, including penis, vulva, vagina, testicles, scrotum and nipples, alongside clear teaching about privacy and boundaries.