



RSE and Health Education Policy			
Reviewed by	Susannah Holmes	Authorised by	WGB Committee
Last Review	Autumn 2025	Date	September 2025
Next Review	Autumn 2028	Review Cycle	3 years

1. INTRODUCTION

Freegrounds Infant School is a Rights respecting school. Children and adults work together to recognise and act upon the rights of the child within our school, our local community, and the wider world. We believe that by understanding their own rights children learn to respect and value the rights of others.

In this Policy we specifically recognise the following articles from the UN convention on the Rights of the Child:

Article 3 The best interests of the child must be a top priority in all things that affect children.

Article 5 Governments must respect the rights and responsibilities of parents and carers to direct and guide their children as they grow up so that they can enjoy their rights properly.

Article 6 Every child has the right to life.

Article 9 Children must not be separated from their parents unless it is in their best interests (for example, if a parent is hurting a child).

Article 13 Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 14 Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights.

Article 18 Both parents share responsibility for bringing up their child and should always consider what is best for the child.

Article 19 Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 24 Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy.

Article 29 Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

2. SPECIAL EDUCATIONAL NEEDS AND EQUAL OPPORTUNITIES

Freegrounds Infant School is committed to offering equal opportunities for all, regardless of race, religion, gender, ability or disability.

3. RATIONALE

Relationships and Sex Education (RSE) and Health Education is lifelong learning about physical, moral, and emotional development. It is about the understanding and appreciation of family life, marriage, stable and loving relationships, respect, love and care. It is also about the teaching of physical and emotional changes to the body and sexuality. It is not about the promotion of sexual orientation or sexual activity.

RSE in school provides a secure framework and environment in which pupils can be given the facts using appropriate materials. It also allows pupils to develop necessary personal skills and a positive attitude to physical and emotional health and well-being and moral development.

It is statutory for schools to have a Relationships and Health Education programme tailored to the age and physical and emotional development of the children. As an infant school, we focus on Relationships Education with an emphasis on friendship, bullying and the building of self-esteem. Health Education covers topics such as the benefits of keeping fit and eating a healthy, balanced diet.

Research has shown that children want information about changes and situations they will experience before they happen to them. A safe, supportive and structured programme in school increases the probability of this being achieved. Also, although children want to be able to discuss hormonal changes and relationships with their parents, many parents and children prefer the school to lead the way and this will promote an open dialogue between parent and child.

This policy takes account of the following documents and guidance:-

- Education Act (1996) - Keeping Children Safe in Education (2026)
- Working together to safeguard children 2025
- Statutory safeguarding guidance (2018) - Learning and Skills Act (2000)
- Section 34 of the Children and Social work act 2017
- Relationships Education, Relationships & Sex Education (RSE) and Health Education 2026
- The Equality Act 2010
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This policy should also be read in conjunction with the following policies

- Child protection and Safeguarding Policy
- SMSC policy
- Drug policy
- Behaviour Policy
- Anti-bullying policy
- Health and Safety policy
- E-safety policy

4. Aims

We aim to prepare pupils for the opportunities, responsibilities and experiences of adolescent and adult life. We seek to provide a safe and stimulating environment which, in partnership with parents, will enable pupils to learn about moral, physical and emotional development as part of our PSHE programme. We will ensure that all children receive their sex education in the wider context of relationships and that they are prepared for the opportunities, responsibilities and experiences of adult life. We believe that teaching RSE is vital and helps us to fulfil our duties to protect, safeguard and promote the wellbeing of our pupils.

The aim of RSE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health and related behaviour. This will take place with consideration of the qualities of relationships within families.

We aim to support the children's understanding in the importance of stable and loving relationships and friendships, both in reality and online. It also teaches the building blocks of developing positive personal attributes, allowing our children to form positive relationships and cultivate positive emotional and mental wellbeing both at school and into their adult lives. In Health Education we will teach children the importance of physical exercise, a healthy diet and also equip them with the skills necessary for good mental health.

Our aims of RSE are:

- To enable our children, through their physical, emotional, social and moral development, to develop self-respect that will help them to move with confidence from childhood into adolescence and then adulthood.
- To enable children to become independent, motivated and responsible decision makers who are able to recognise positive and healthy relationships, and identify if these are making them feel unhappy or unsafe. They will also learn how to seek help or advice if needed. This includes family life, friendships and other relationships that occur in reality and online.
- To enable our children to develop the skills and understanding they need to live confident, healthy and independent lives
- To enable children to recognise and respect difference in culture, religion and ways of life.

- To enable the children to have age appropriate knowledge and understanding of protected characteristics.

Moral and Values Framework

The DfE guidance states that RSE and Health Education should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils. It should stress the importance of relationships for family life, stable and loving interactions, respect, love and care and the teaching of sex and sexuality appropriate to pupils at each stage in their development and maturity.

Teaching of RSE will ensure that pupils:

- value relationships which are based on mutual respect, care and goodwill
- value and respect themselves and others for who they are, not for what they have or what they can do
- value and respect difference in people’s religion, culture, sexual orientation, physical and mental ability and social background
- promote equality in relationships, recognise and challenge gender inequality and reflect girls’ and boys’ different experiences and needs
- value stable and loving relationships for the nurturing of children and as the basis of a society in which people care for one another

The personal beliefs and attitudes of teachers or other teaching staff will not influence the teaching of sex and relationship education.

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

- o Friendships
- o Family relationships
- o Relationships with other children and adults

The guidance specifies that pupils should be taught about:

What a relationship is, what friendship is, what family means, and who can support them

Taking turns, kindness, consideration, respect, honesty, truthfulness, permission seeking/giving, and personal privacy

Establishing personal space and boundaries, and understanding appropriate/inappropriate contact

Features of healthy friendships, family relationships, and other relationships

Recognising less positive relationships

The principles of positive relationships online and offline

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The 5 key headings for teaching and learning in RSE are

1. Families and people who care for me

Children learn:

- That families are made up of different people who love and care for them.
- The importance of family relationships for safety and happiness.
- That families can look different (e.g. single parents, same-sex parents, extended families).
- How to recognise trusted adults who care for them and can help them.

 *Focus: Understanding love, care, and support in different family structures.*

2. Caring friendships

Children learn:

- What makes a good friend (kindness, honesty, loyalty).
- How to build and maintain friendships.
- How to resolve disagreements and say sorry.
- That friendships should make them feel happy and safe.

 *Focus: Developing empathy, cooperation, and conflict resolution skills.*

3. Respectful relationships

Children learn:

- The importance of respecting others, even if they are different.
- How to listen, take turns, and be polite.
- That everyone deserves respect regardless of background, beliefs, or abilities.
- How to recognise and respond to unkind or disrespectful behaviour.

 *Focus: Building inclusive attitudes and respectful communication.*

4. Online relationships

Children learn:

- That people can communicate online and that online relationships should be respectful.
- Not to share personal information with strangers.
- That they should tell a trusted adult if something online makes them uncomfortable.
- The difference between real-life and online friendships.

 *Focus: Staying safe and respectful in digital spaces.*

Children are also taught about mental health. Such as recognising emotions, coping strategies and where to seek help.

5. GUIDELINES

We will

- use materials produced by Coram Life Education, a children’s charity, to teach RSE and Health Education within our PSHE curriculum. RSE and Health Education is taught throughout the academic year; this is planned and delivered in a way that ensures our children receive weekly PSHE sessions across the year. The materials used in school to deliver the RSE and Health Education curriculum are in accordance with the PSHE association framework and the law.
- have access to online planning and assessment materials provided by Coram Life Education. Their SCARF (safety, caring, achievement, resilience and friendship) programme provides a framework that includes planning, resources, assemblies and assessment tools.

use a whole-school approach to improving children’s wellbeing and progress, based on the core values of safety, caring, achievement, resilience and friendship, which has been developed with the knowledge that improving children’s health and wellbeing improves their academic attainment.

- continue to develop the children’s knowledge and understanding of several key concepts year on year, at an age appropriate level.
- use the planning and assessment tools from Coram Life Education to create half termly units of work for members of staff to follow and use.
- select high quality resources to support and scaffold children in their learning, as well as to create a safe learning environment. Coram Life Education also provides us with a visit from the Life Education Bus in the summer term. This is where children have the opportunity to visit the bus and meet Harold the giraffe, Coram Life Education’s mascot, and take part in PSHE learning in a different environment.
- follow the same unit each half term at an age appropriate level to create a spiral curriculum in which children’s knowledge is expanded at each unit.
- use The Empowerment Approach, ‘Trick Box’ as a behaviour management tool to help the children recognise and manage their emotions

The themes for each half term are...

Autumn 1	Me and my relationships
Autumn 2	Valuing Difference
Spring 1	Being my Best Life Bus visit
Spring 2	Rights and Responsibilities
Summer 1	Keeping myself safe
Summer 2	Growing and Changing

- make explicit links to others areas of the curriculum, such as science by using the correct anatomical names for parts of our bodies, recognising stages of growth and learning about a healthy diet; PE for understanding the importance of exercise for good physical and mental health; RE for learning about and developing an understanding of the beliefs of other people; Computing for online safety
- cover Drugs Education within the unit Keeping Myself Safe. Here we lay the foundations of children's understanding that medicines can be harmful if not used properly and teach them that they have choices over what they put into and on their bodies.
- use range of teaching methods which involve children's full participation are used to teach RSE. These include use of class discussions, small group work, stories media, discussion, drama and role play
- ensure RSE education is accessible to every pupil. Teaching will take into account the ability, age, readiness, religious and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access our RSE education provision, in accordance with the Equality Act 2010.
- be alert to signs of abuse and know the correct Child Protection and Safeguarding procedures to follow as the result of disclosures during Relationship and Sex Education sessions
- invite external agencies and visitors into school to enrich and broaden the curriculum where necessary, for example; the Life Bus
- establish a safe environment to facilitate discussions and pupils are encouraged to reflect on their learning and share their responses to the themes in lessons

Making learning accessible

We strive to ensure that all our teaching and learning is inclusive of all pupils. Our planning, teaching, resourcing and assessment of Relationships Education takes all genders, ethnicities, cultures, backgrounds, sexual orientation and Special Educational Needs (SEND) into consideration. Schools must comply with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics. Our children will receive a Relationships Education, which is relevant and relatable to themselves and their lives.

Gender

By teaching in our class groupings, all children will be part all RSE and Health Education discussions discussions and learn concepts that apply to all genders.

Ethnic, Religious and Cultural Diversity

Our RSE and Health Education programme recognises the need for our children to be aware of different cultures and ethnicities. We introduce our children to cultural diversity, through our teaching and the resources that we

use. We also believe that it is important for our children to understand that different cultures may hold different beliefs, and that we are respectful of these beliefs regardless of whether or not they align with our own. We also welcome parents and carers to speak to us about their needs, where we can take account of their views.

Lesbian, Gay, Bisexual and Transgender

We will ensure that our RSE and Health Education provision will meet the needs of all children, and that all children understand the importance of equality and respect. LGBT content is not taught explicitly at this stage, however different family types, including those that consist of LGBT parents and carers, are valued and discussed and may be present in resources used by staff.

Varying home backgrounds

Our programme and units of work recognise that our children come from a variety of family situations and home backgrounds, and these are acknowledged in our teaching practices and the resources we use.

Special Educational Needs

High quality teaching will be personalised for those children with SEND to ensure accessibility. All children will start their RSE and Health Education learning journey at an appropriate starting point, based on appropriate assessment. We are also aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Therefore, subjects such as Social, Emotional and Mental Health can be particularly important for some children. Our planning and teaching is adapted when necessary through differentiated resources and varying levels of support, for those children who may have alternative methods of communication, and those with profound learning difficulties. Support may include the use of visual aids and symbols, which can be used to access at least the most basic content from our programme, such as self-awareness, gender awareness, body recognition and privacy.

Dealing with questions

Sensitive or difficult questions may arise during RSE and Health Education, so staff must feel confident in responding appropriately and understand that they may be legally required to answer factually and impartially. All staff are trained to manage sensitive questions and recognise safeguarding disclosures. If a factual question cannot be answered immediately, staff should thank the child and explain they will check guidance or consult the PSHE co-ordinator before responding at the next suitable opportunity. If a question is better addressed 1:1—because it is not relevant to the lesson or more suitable for an older child—staff should provide age-appropriate information and offer to speak with the child after the session. Staff cannot guarantee unconditional confidentiality, and all staff and children should be aware of this. School procedures in the Safeguarding and Child Protection Policy must always be followed.

Vocabulary

As part of our RSE and Health Education, children will be taught and encouraged to use the correct anatomical names for body parts, including their genitalia. The PSHE Association advises that, by the end of Key Stage 1,

children should be able to use the terms vulva, vagina, penis and testicles. We believe that it is important for both staff and children to use the correct terminology to ensure their safety and meet the following objectives:

- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to ask for advice or help for themselves or others.
- Know how to report concerns or abuse and the vocabulary and confidence needed to do so.

Parents and RSE and Health Education

The school is committed to working with parents who play a vital part in every child's relationships, sex and health education and we encourage parents to share this responsibility.

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

We will work closely with parents when planning and delivering these subjects. We will ensure that parents know what will be taught and when through year group newsletters. Parents have the opportunity to review resources if requested by speaking directly to the class teacher or emailing the school.

This policy has been shared with all parents and carers and is also available on the school website.

Withdrawal of pupils from RSE and Health Education

It is a statutory requirement that primary schools address relationships in their Relationships and Health Education programme. Therefore, parents do not have the right to withdraw children from the statutory RSE and Health Education lessons.

6. Assessment

Assessment of RSE and Health Education will form part of PSHE. It values and recognises what pupils have done or completed successfully, thereby raising their self-esteem. RSE directly contributes to safeguarding, wellbeing and academic progress. Assessment includes;

Observation – Watch how children interact and respond during activities.

Class Discussions – Use open-ended questions to gauge understanding.

Pupil Voice – Children express learning through drawings, writing, or reflections.

Role Play – Assess how children apply learning in real-life scenarios.

Creative Work – Posters, storyboards, or art showing key RSE concepts.

Beginning & End-of-Unit Check-ins – Simple before/after activities to show progress.

Teacher Records – Informal notes or checklists to track development.

Teachers need to exercise caution in judging the individual performance of pupils, in terms of attitudes, values and behaviour.

Achievements of pupils in PSHE are recorded half termly by class teachers and are reported to parents at the end of each academic year.

7. Monitoring

The PSHE leader is responsible for monitoring the standards in RSE and Health Education. At Freegrounds we use an established system and monitoring cycle to effectively to gain an insight into the teaching and learning. This enables the subject leader to gain a clear insight into standards in teaching and learning, the quality of teaching and learning and the children’s perspective of RSE and Health Education. It enables the leader to reflect and analyse the impact and effectiveness of our curriculum within the classroom and across the school Following this a position statement is written and shared with the Head Teacher, SLT, staff and governors. The PSHE leader supports colleagues in the teaching of RSE and Health Education, by giving them information about current developments in the related areas, providing training on recent developments and through coaching.

8. Computing

Learning in Relationships and Health Education is closely linked with Computing. Children are taught how to use technology safely and respectfully, understanding the importance of keeping personal information private. Through age-appropriate activities, pupils learn about online friendships, the difference between real and online relationships, and what to do if something online makes them feel uncomfortable. The curriculum encourages children to seek help from trusted adults and reinforces the principles of kindness, respect, and safety in all digital interactions.

This policy has been created in light of the revised statutory guidance for RSE and Health Education (DfE, 2026), by the PSHE lead and Senior Leadership Team. The policy reflects the views of both teachers and children within the school. Parents, carers and governors have also been consulted in developing and reviewing the policy.

Policy created November 2019 by Susannah Jones

Policy agreed by the staff, governors and parents

Reviewed 2022 September 2025

Review bi-annually

Version control:	V3 September 2025 Updated DfE guidance publications <ul style="list-style-type: none">• Keeping Children Safe in Education (2025)• Working together to safeguard children 2025
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- Relationships Education, Relationships & Sex Education (RSE) and Health Education 2025
- Drugs: advice for schools 2012

Updated teaching of RSE and the 5 key headings to include a brief explanation.

Addition of 'The empowerment Approach' in the guidelines section.

Dealing with questions section – addition of sentence School staff are trained in handling sensitive questions and recognising safeguarding disclosures.

Parents and RSE and health education section – addition of sentence Parents have the opportunity to review resources if requested by speaking directly to the class teacher or emailing the school.

Assessment section updated to make how assessments will be made more explicit.

Revised paragraph about links with RSE and computing – to include reference to online relationships to include digital consent, online grooming awareness, and safe sharing of personal information.