



RELATIONSHIP AND SEX EDUCATION POLICY FOR HOLT FARM INFANT SCHOOL

***DATED: February 2026
POLICY TO BE REVIEWED September 2027***

**The Policy was formally adopted by the
Governing Board.**

Date: 10.02.26

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1. Aims

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

- Provide a framework in which sensitive discussions can take place
- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

The teaching of Relationships and Sex Education (RSE) at our Infant School in Essex underpins the school's ethos of being **Happy, Friendly, Incredible, and Safe** by promoting pupils' personal, social, and emotional development, fostering positive and respectful relationships, supporting individual well-being, and equipping children with the knowledge and skills to keep themselves safe in age-appropriate contexts.

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education 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](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996.
- Part 6, chapter 1 of the [Equality Act 2010](#)

- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

3. Policy development

This policy has been developed in consultation with staff, pupils, parents/carers, and other relevant stakeholders, ensuring that it reflects the needs of our school community. The process included the following steps:

1. **Review** – As RSE subject lead, Jenna Walker reviewed the existing RSE policy and collated relevant information, including national guidance, local authority recommendations, and best practice. This process included discussions with teachers from local schools to gain insight into effective approaches to teaching RSE in an infant setting.
2. **Staff Consultation** – Staff were consulted to gather feedback on the current policy and teaching of RSE. This included discussions on strengths, areas for improvement, and suggestions for development.
3. **Identifying Gaps and Resources** – The review identified gaps in the current RSE provision. Following this, the PlanBee PSHE scheme for Key Stage 1 was selected to support teaching and learning in RSE, ensuring a structured, age-appropriate approach that complements our existing curriculum.
4. **Parent/Stakeholder Consultation** – Parents and carers were consulted via a questionnaire to assess their awareness of RSE and confidence in what is taught. They were also invited to attend a parent consultation workshop to provide further input and discuss the policy.
5. **Pupil Consultation** – Age-appropriate pupil voice activities were carried out to explore pupils' understanding, identify gaps in knowledge, and ensure that teaching meets their developmental needs.
6. **Ratification** – Following consultation and incorporation of suggested amendments, the policy was shared with the governing body and formally ratified.

4. Definition

For the purpose of this policy, Relationships Education in our Infant School focuses on the emotional, social, and moral development of pupils. It involves learning about:

- Building and maintaining positive relationships with family, friends, and others
- Understanding feelings, empathy, and respect for themselves and others
- Recognising differences and celebrating diversity
- Developing the skills to communicate, cooperate, and resolve conflicts

Relationships Education is delivered through age-appropriate discussion, activities, and reflection on values. It does not include sex education, as this is not part of the curriculum for pupils at this stage

5. Curriculum

Our RSE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers on request.

6. Delivery of RSE

Relationships Education is delivered through the school's PSHE curriculum using the PlanBee scheme for Key Stage 1. The scheme provides a structured and age-appropriate approach to developing pupils' personal, social, and emotional skills, with a particular focus on building positive relationships.

The school ensures that:

- Knowledge and skills are carefully sequenced into manageable units, allowing pupils to build understanding progressively.
- Lessons include a variety of activities, discussions, and practical tasks to enable pupils to apply their learning in everyday situations.
- The needs of all pupils are considered, including those with special educational needs or disabilities, so that all children can access and benefit from the curriculum.

Biological aspects of personal development are taught through the science curriculum where appropriate, and broader understanding of values, diversity, and respect is reinforced through religious education.

Through this approach, pupils are supported to develop the confidence, understanding, and skills to form positive relationships, respect themselves and others, and navigate social situations safely.

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

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities such as role plays and hot seating.

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

All resources and materials from the PlanBee scheme are reviewed and formally assessed by the subject lead prior to use to ensure they are age-appropriate, accessible to all pupils, and aligned with the school's ethos and curriculum objectives

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

Pupils' understanding and progress in Relationships Education will be assessed through observation, discussion, and age-appropriate activities, enabling teachers to identify learning gaps and provide targeted support where needed. For more information about our RSE curriculum, see Appendices 1 and 2.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

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

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.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance

- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

7. Use of external organisations and materials

We will make sure that an agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

- › Inform all external organisations that the school is legally obliged to share all content with parents and carers
- › Share all external materials with parents and carers

We **won't**, under any circumstances:

- › Work with external agencies that take or promote extreme political positions
- › Use materials produced by such agencies, even if the material itself is not extreme
- › Work with agencies who don't allow their material to be shared with parents and carers

8. Roles and responsibilities

8.1 The governing board

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

8.2 The headteacher

The headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers.

8.3 Staff

Staff are responsible for:

- › Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- › Modelling positive attitudes to RSE
- › Monitoring progress
- › Responding to the needs of individual pupils
- › Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- › Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) [Amanda Watson]

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 Amanda Watson and Subject Lead Jenna Walker.

8.4 Pupils

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

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

10. Training

Staff have been trained on the delivery of RSE by the subject lead, Jenna Walker, to ensure a consistent and effective approach across the school. RSE training is also included in the school's continuing professional

development (CPD) calendar to support ongoing staff development and keep teaching up to date with current guidance and best practice.

The headteacher will also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by Amanda Watson and Jenna Walker through the review of pupils' work in floor books, pupil voice activities, learning walks, and planning scrutinies to ensure effective teaching and learning. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Jenna Walker (annually). At every review, the policy will be approved by [the headteacher/governing board].

Appendix 1: Curriculum map

Relationships curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Autumn 1	Being Together – exploring cooperation, teamwork and positive interactions	Room on the Broom by Julia Donaldson. (Story book) Teamwork - assembly for primary schools - BBC Teach Time for School - Series 4: 2. School Rules - BBC iPlayer PlanBee activity cards/drama & roleplay cards. PlanBee scenario cards. PlanBee teaching slide shows and pictures.
Year 1	Autumn 2	Making Friends – understanding how to make and maintain friendships; managing social situations.	Sam's friendship story. (PlanBee book) Childline website for interactive friendship games. PlanBee activity cards/drama & roleplay cards. PlanBee scenario cards. PlanBee teaching slide shows and pictures.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Spring 1	I Am Awesome – building self-esteem and confidence, which underpins healthy relationships.	NSPCC Pantosaurus book NSPCC Talk pants with Pantosaurus song accessed on NSPCC website PlanBee activity cards/drama & roleplay cards. PlanBee scenario cards. PlanBee teaching slide shows and pictures.
Year 1	Spring 2	Keeping Safe – understanding safe behaviours and personal boundaries within relationships.	PlanBee activity cards/drama & roleplay cards. PlanBee scenario cards. PlanBee teaching slide shows and pictures.
Year 1	Summer 1	How Do I Feel? – recognising and talking about emotions, developing empathy and self-awareness	PlanBee activity cards/drama & roleplay cards. PlanBee scenario cards. PlanBee teaching slide shows and pictures.
Year 1	Summer 2	Roles and Responsibilities – recognising different people and roles in school and community, and how we cooperate and support each other	PlanBee activity cards/drama & roleplay cards. PlanBee scenario cards. PlanBee teaching slide shows and pictures.
Year 2	Autumn 1	What is a Family? – recognising different family structures and valuing diversity in family relationships.	PlanBee activity cards/drama & roleplay cards. PlanBee scenario cards. PlanBee teaching slide shows and pictures.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Autumn 2	Safe Spaces and Boundaries – learning about personal space, feelings of comfort and discomfort in interactions.	PlanBee activity cards/drama & roleplay cards. PlanBee scenario cards. PlanBee teaching slide shows and pictures.
Year 2	Spring 1	Being Healthy – making connections between physical/mental wellbeing and positive relationships.	PlanBee activity cards/drama & roleplay cards. PlanBee scenario cards. PlanBee teaching slide shows and pictures.
Year 2	Spring 2	Asking for Help – knowing who to turn to for support and how to seek help appropriately.	PlanBee activity cards/drama & roleplay cards. PlanBee scenario cards. PlanBee teaching slide shows and pictures.
Year 2	Summer 1	The World of Work – recognising roles in the community and how people work together respectfully (linked to social relationships).	PlanBee activity cards/drama & roleplay cards. PlanBee scenario cards. PlanBee teaching slide shows and pictures.
Year 2	Summer 2	Being Me – understanding identity, confidence and belonging within the class and wider community.	PlanBee activity cards/drama & roleplay cards. PlanBee scenario cards. PlanBee teaching slide shows and pictures.

Appendix 2: By the end of Primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	• That families are important for children growing up because they can give love, security and stability • The characteristics of safe and happy family life, such as: 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 other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care • That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up • That marriage and civil partnerships represent a formal and legally recognised commitment of 2 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 that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind 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 • 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 • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	• The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults • How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration • That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs • The practical steps they can take in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs. • 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 • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	• That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child • 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 • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • 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, including where pictures or words might be circulated • 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 • 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
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example • About the concept of privacy and the implications of it for both children and adults, including that it's 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) including those they do/don't know • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • How to report concerns or abuse, 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 • Where to get advice, for example from their family, school and/or other sources