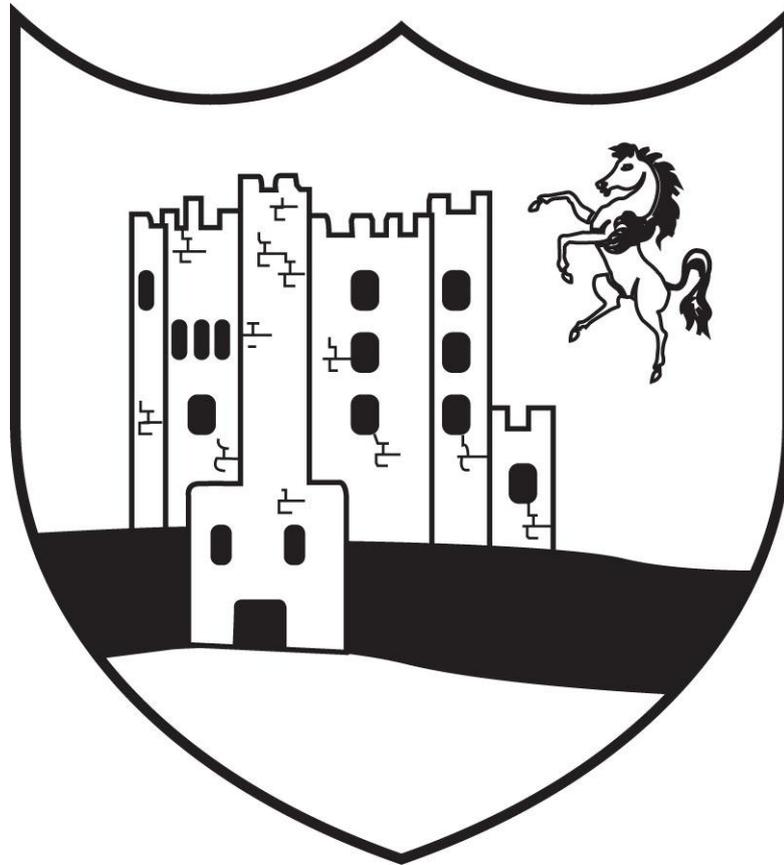


Balfour Infant School



RSE Policy

Date: September 2025

Review Date: September 2026

Relationships and Sex Education Policy (RSE)

Introduction and definitions

Balfour Infant School considers Relationships and Sex Education (RSE) to be an integral part of the Personal, Social and Health Education (PSHE) curriculum. Within this policy, as in the DfE guidance, RSE is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with specific references to respectful friendships, family relationships and relationships with other children and with adults including online. It is taught to the age and the physical and emotional maturity of children. At Balfour Infant School we aim to build on and complement the learning that has already started at home.

Aims and Objectives

Through our PSHE programme, we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, and responsible citizens. In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

We aim to:

- Encourage children to seek meaningful and positive relationships in their future.
- Enable children to understand their own rights and responsibilities with regards to relationships and be confident to speak out about what makes them feel uncomfortable.
- Provide opportunities for deeper thinking and questioning around their relationships, health, and hygiene needs.
- Provide a solid skill set alongside a good understanding of their rights and responsibilities to allow for independent thinking and decision making.
- Enable children to respect other, irrespective of their race, religion, gender, culture or abilities.
- Provide opportunities for questioning, develop thinking skills and encourage children to become inquisitive.
- Provide children with the correct vocabulary to describe themselves and their bodies.

Principles of Teaching & Learning

RSE is taught within the personal, social, health and education (PSHE) curriculum with some cross-curricular links with our Science curriculum. PSHE is taught fortnightly, with a different focus each half-term. In PSHE, RSE is significant throughout however more age-specific content is taught within Term 6 in Year Two to allow adequate time for parents to be informed and involved in supporting their child. All work is age-appropriate, and lessons are sensitive and have a clear structure, in line with our PSHE curriculum guidance.

Lessons are designed to demonstrate a wide range of teaching methodologies to equip teacher with the skills to deliver excellent RSE. This includes the use of interactive activities and questioning that will allow children of all abilities to engage with the RSE curriculum. Teachers follow our RSE plans using our year group schemes of work based around learning objectives and outcomes to deliver statutory RSE requirements.

The RSE policy is available on the school website, alongside Curriculum maps of PSHE to allow interested parties to find out about coverage of RSE. Effective teaching of RSE involves a range of teaching strategies, including group work, circle time, debate, discussion, role-play, video, and the use of visitors.

Equal opportunities

At Balfour Infant School where appropriate, teaching materials, and individual group activities will reflect the cultural and ethnic diversity of our society. We aim to avoid stereotyping, in terms of race and gender, and pupils' religious beliefs and cultural differences will always be respected. Our teachers may need to use different resources, activities or provide specific support depending on the needs of their pupils. We ensure that RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND).

The Curriculum

At Balfour Infant School our PSHE and RSE is made up of the following:

CORE THEME 1: HEALTH AND WELLBEING

KS1 Learning opportunities in Health and Wellbeing Pupils learn.

Healthy lifestyles (physical wellbeing)

- * H1. about what keeping healthy means; different ways to keep healthy
- * H2. about foods that support good health and the risks of eating too much sugar
- * H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday
- * H4. about why sleep is important and different ways to rest and relax
- * H5. simple hygiene routines that can stop germs from spreading
- * H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy
- * H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health
- * H8. how to keep safe in the sun and protect skin from sun damage
- * H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV
- * H10. about the people who help us to stay physically healthy

Mental health

- * H11. about different feelings that humans can experience
- * H12. how to recognise and name different feelings
- * H13. how feelings can affect people's bodies and how they behave
- * H14. how to recognise what others might be feeling
- * H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things
- * H16. about ways of sharing feelings; a range of words to describe feelings
- * H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
- * H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good
- * H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it

* H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

Ourselves, growing and changing

H21. to recognise what makes them special

H22. to recognise the ways in which we are all unique

H23. to identify what they are good at, what they like and dislike

H24. how to manage when finding things difficult

H25. to name the main parts of the body including external genitalia (vulva, vagina, penis, testicles)

H26. about growing and changing from young to old and how people's needs change

H27. about preparing to move to a new class/year group

Keeping safe

* H28. about rules and age restrictions that keep us safe

* H29. to recognise risk in simple everyday situations and what action to take to minimise harm

* H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)

* H31. that household products (including medicines) can be harmful if not used correctly

* H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely

* H33. about the people whose job it is to help keep us safe

* H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them

* H35. about what to do if there is an accident and someone is hurt

* H36. how to get help in an emergency (how to dial 999 and what to say)

Drugs, alcohol and tobacco

* H37. about things that people can put into their body or on their skin; how these can affect how people feel

CORE THEME 2: RELATIONSHIPS

KS1 Learning opportunities in Relationships Pupils learn.

Families and close positive relationships

* R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives

* R2. to identify the people who love and care for them and what they do to help them feel cared for

* R3. about different types of families including those that may be different to their own

* R4. to identify common features of family life

* R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried

Friendships

* R6. about how people make friends and what makes a good friendship

* R7. about how to recognise when they or someone else feels lonely and what to do

* R8. simple strategies to resolve arguments between friends positively

- * R9. how to ask for help if a friendship is making them feel unhappy

Managing hurtful behaviour and bullying

- * R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online
- * R11. about how people may feel if they experience hurtful behaviour or bullying
- * R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult

Safe relationships

- * R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private
- * R14. that sometimes people may behave differently online, including by pretending to be someone they are not
- * R15. how to respond safely to adults they don't know
- * R16. about how to respond if physical contact makes them feel uncomfortable or unsafe
- * R17. about knowing there are situations when they should ask for permission and also when their permission should be sought
- * R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)
- * R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe
- * R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

Respecting self and others

- * R21. about what is kind and unkind behaviour, and how this can affect others
- * R22. about how to treat themselves and others with respect; how to be polite and courteous
- * R23. to recognise the ways in which they are the same and different to others
- * R24. how to listen to other people and play and work cooperatively
- * R25. how to talk about and share their opinions on things that matter to them

CORE THEME 3: LIVING IN THE WIDER WORLD

KS1 Learning opportunities in Living in the Wider World Pupils learn...

Shared responsibilities

- * L1. about what rules are, why they are needed, and why different rules are needed for different situations
- * L2. how people and other living things have different needs; about the responsibilities of caring for them
- * L3. about things they can do to help look after their environment

Communities

- * L4. about the different groups they belong to
- * L5. about the different roles and responsibilities people have in their community
- * L6. to recognise the ways they are the same as, and different to, other people

Media literacy & digital resilience

- * L7. about how the internet and digital devices can be used safely to find things out and to communicate with others
- * L8. about the role of the internet in everyday life
- * L9. that not all information seen online is true

Economic wellbeing: Money

- * L10. what money is; forms that money comes in; that money comes from different sources
- * L11. that people make different choices about how to save and spend money
- * L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want
- * L13. that money needs to be looked after; different ways of doing this

Economic wellbeing: Aspirations, work and career

- * L14. that everyone has different strengths
- * L15. that jobs help people to earn money to pay for things
- * L16. different jobs that people they know or people who work in the community do
- * L17. about some of the strengths and interests someone might need to do different jobs

Use of Language

Staff should introduce a safe, neutral vocabulary with which to communicate. They should acknowledge the words used at home and with friends. The requirement of the National Curriculum in Key Stage 1 Science states that pupils should be able to name some of the external parts of the human body. This is always taught at a level appropriate to the child's development.

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Lessons focus on the scientific and legal positioning of these topics. A variety of views and beliefs may be presented or discussed so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion. Both formal and informal RSE questions arising from pupils are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the DSL if they are concerned.

The following are protocols teachers follow for discussion

- No one (teacher or pupil) will have to answer a personal question
- Only correct/agreed names for body parts will be used
- Meanings of words will be explained in a sensitive and factual way
- Teachers may use their discretion in responding to questions and may say (for example) The appropriate person to answer that question is your parent
- The question can be discussed one to one after class
- The topic will be covered at a later stage in their Relationships Education

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.

Teaching staff will consult with the Designated Safeguarding Lead as appropriate and follow the school's child protection policy.

Working with Parents

The school recognises that parents are the first educators of their children on matters related to Relationships and Health. As a school, we share the objective of wanting to keep children happy, healthy and safe so look to parents as partners in the delivery of Relationships and Health Education. Parents will be informed about the Relationships Education programme at each term, as part of information provided on what their children will be learning. The school will liaise with parents through letters and newsletters. The school encourages parents to discuss Relationships and Health Education with the Headteacher, PSHE lead or the child's class teacher and are invited to view materials. This policy will be available on the school website for parents.

Parents do not have the right to withdraw their children from statutory Relationships and Health Education lessons. In addition, parents cannot withdraw their children from the statutory National Science Curriculum. Parents have a right to withdraw their children from sex education in RSE content that is not part of the statutory Science National Curriculum. If a parent requests their child be removed from RSE, we will reassure them and provide support by informing them of the statutory guidance and assure them that any content is taught sensitively. Copies of curriculum materials may be requested and provided as appropriate.

Parents should note that the RSE curriculum is essential in facilitating the school's statutory duty to:

- Safeguard and promote the welfare of children
- Encourage the emotional, social and cultural development of pupils
- Foster British values
- Prepare children for the future.

Roles and responsibilities

The governing board

The governing board will approve the Relationships and Health Education policy and hold the Headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for ensuring that Relationships and Health Education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of Relationships Education.

The PSHE/RSE Lead

The member of staff in charge of leading Relationships and Health Education must:

- Ensure staff are trained and confident in delivering RHE before it is taught
- Ensure materials are consistent and age appropriate for use
- Liaise with parents to ensure they are aware of the curriculum
- Monitor the delivery of RHE across the school
- Regularly assess the impact the delivery and effectiveness of RHE by engaging with staff, pupils and parents.

Staff

Staff are responsible for:

- Delivering Relationships Education in a sensitive way
- Modelling positive attitudes to Relationships Education
- Monitoring progress
- Responding to the needs of individual pupils

Parents

Parents should support their children within the home by engaging with the content delivered in Relationships and Health Education lessons. Parents should encourage children to continue using the correct terminology for body parts, be available to answer questions and support children in making informed decisions about their health and wellbeing.

Other Related Policies:

- Child Protection/Safeguarding Policy
- PSHE Policy
- Behaviour Policy
- Anti-bullying Policy
- Equal opportunities/Race Discrimination Policy
- Health and Safety Policy
- Online Safety Policy

RSE policy review date

The RSE policy will be reviewed biennially or when appropriate. It will be reviewed by the PSHE leader, head teacher and governing body. This will ensure that it continues to meet the needs of children, staff and parents and that it is in line with current Department for Education advice and guidance.