

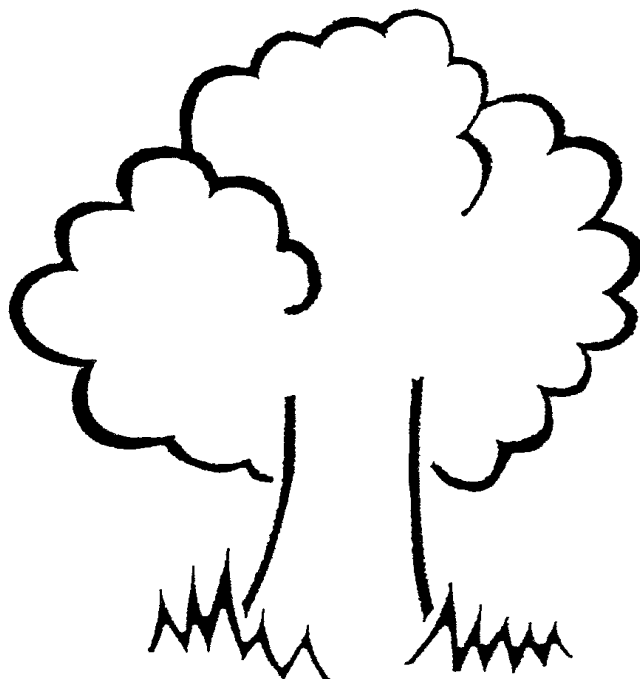
Relationships, (sex) and Health Education (RSHE) Policy

This policy has been written in consultation with governors, staff, parents/carers and shared with Bispham Spencer Academy

2026- 2027

At Banks Road we aim to educate the whole child and to ensure children are happy, healthy and fulfil their potential in terms of the development of skills for life, social and moral values and academic success.

Banks Road Infant and Nursery School



BANKS ROAD INFANT AND NURSERY SCHOOL
“A Home for Learning, Laughing, Caring and Trying”

Contents

- 1. Aims**
- 2. Statutory requirements**
- 3. Policy development**
- 4. Definition**
- 5. Curriculum**
- 6. Delivery of RSE**
- 7. Roles and responsibilities**
- 8. Parents’ right to withdraw**
- 9. Safeguarding**
- 10. Links to other policies**

1 - Aims

The aims of the relationships and sex 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
- Create a positive culture around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Provide children with age appropriate information, explore attitudes and values, and develop skills in order to help them to make positive decisions about their health-related behaviour.
- Provide the knowledge and information to which all pupils are entitled.
- Raise pupils’ self-esteem and confidence, especially in their relationships with others.
- To help pupils develop resilience to stick to goals and achieve them, and recover from challenges and obstacles.
- To help pupils to develop their communication and assertiveness skills and to make the most of their abilities.
- To develop pupils’ understanding of the importance of a healthier safer lifestyle.
- To help pupils learn to respect and care for their bodies.
- To help pupils understand the importance of respecting others.
- To help pupils realise that they need to be responsible for their own actions.

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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](#).

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

At Banks Road we teach RSE as set out in this policy.

3 – Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the proposed objectives, policy and make recommendations
3. Parent/stakeholder consultation – parents/carers, feeder junior school and any interested parties were invited to attend a meeting to discuss the policy and proposed learning objectives
4. Ratification – once amendments were made, the policy was shared with governors and ratified
5. Updated policy and objectives shared with Bispham Spencer Academy
6. The policy is made available to teaching and non-teaching staff, community partners and any outside visitors who may deliver aspects of RSHE, via the school office and the school website

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4 - Definition

Relationships, sex and health education (RSE) is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values.

5 – Curriculum

We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, 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.

We will share curriculum materials with parents and carers upon request.

The following learning outcomes are taken from *Relationships Education, Relationships and sex education (RSE) and Health Education Guidance (2025)*, alongside the PSHE (personal, social, health and economic) Association Curriculum (guidance 2016).

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

At Banks Road we teach the following objectives:

Relationships:

Families and people who care for me:

- 1 – That families are important for children growing up safe and happy because they can provide love, stability and security.
- 2 – 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.
- 3 – That the families of other children, 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.
- 4 – The stable, caring relationships are at the heart of safe and happy families and are important for a child's security when they grow up.
- 6 – How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

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Caring friendships:

- 1 – How important friendships are in making us feel happy and secure, and how people choose and make friends.
- 2 – That healthy friendships are positive and welcoming towards others, and do not make others feel lonely and excluded. Pupils should learn skills for developing caring, kind friendships.
- 3 – That not every child will have the friends they would like at all times, that most people feel lonely sometimes.
- 4 – The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- 6 – How to manage conflict, and that resorting to violence is never right.
- 7 – How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships:

- 2 – The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
- 3 – How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
- 5 – That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
- 7 – The conventions of courtesy and manners.
- 8 – The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
- 9 – The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
- 11 – How to seek help when needed, including when they are concerned about violence, harm or when they are unsure who to trust.

Online safety and awareness

- 1 – That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous.
- 3 – That there is a minimum age for joining social media (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, which may be strangers, including other children and adults.
- 4 – The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.

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5 – Online risks, including that any material provided online might be circulated, and that once a picture or word have been circulated there is no way of deleting it everywhere and no control over where it ends up.

6 – 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:

1 – What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.

2 – The concept of privacy and its implications for both children and adults, including that it is not always right to keep secrets if they relate to being safe.

3 – That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.

4 – How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.

5 – How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.

6 – How to report abuse, concerns 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.

7 – How to ask for advice or help for themselves and others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Health and wellbeing:

General wellbeing:

1 – The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness.

2 – The importance of promoting general wellbeing and physical health.

3 – The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times.

4 – How to recognise feelings and use varied vocabulary to talk about their own and others’ feelings.

6 – That isolation and loneliness can affect children, and the benefits of seeking support.

7 – That bullying (including cyberbullying) has a negative and often long lasting impact on mental wellbeing and how to seek help for themselves and others.

8 – That change and loss, including bereavement, can provoke a range of feelings.

Wellbeing online:

1 – That for almost everyone the internet is an integral part of life. Pupils should be supported to think about the positive and negative aspects of the internet.

3 – The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing

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4 – How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviours online.

8 – That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.

11 – Where and how to report concerns and get support with issues online.

Physical health and fitness:

1 – The characteristics and mental and physical benefits of an active lifestyle.

2 – The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous exercise.

Healthy eating:

1 – What constitutes a healthy diet.

2 – Understanding the importance of a healthy relationship with food.

Health protection and prevention:

2 – About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage

3 – The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom.

4 – About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check ups at the dentist.

5 – About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

6 – The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal safety:

1 – About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risk.

2 – How to recognise risk and keep safe around roads, railways, including level crossings, and water including the water safety code.

Basic first aid:

1 – How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.

Developing bodies:

2 – The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have the skills to understand and express their own boundaries about these body parts.

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6 – Delivery of RSE

RSE is taught within the personal, social, health and economic education curriculum. Biological aspects of RSE are taught within the Science curriculum and other aspects are included in RE (religious education) and Computing.

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 (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

The personal beliefs and attitudes of teachers will not influence the teaching of RSHE in this school.

A range of teaching methods which involve pupils' full participation are used to teach RSHE. These include use of small group work, discussion, case studies, drama and role-play. Ground rules and distancing techniques are used to establish a safe environment to facilitate discussion and pupils are encouraged to reflect on their learning. RSHE is usually delivered in mixed gender groups. However, there may be occasions when single gender groups are more appropriate and relevant. The programme content has been agreed in consultation with governors, parents/carers and teaching staff.

Terminology

OFSTED guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people. Correct language for body parts will be gradually introduced from Year 1. See Appendix A for vocabulary that will be used and taught.

Dealing with Difficult Questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. This may involve referring the child back to their parent/carer, school health advisor/school nurse or young person's health drop-in service for an answer, or seeking advice from the RSHE co-ordinators. At Banks Road, questions relating to specific sex education issues will be referred back to families.

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Inclusivity

All pupils are entitled to receive RSHE regardless of ability, gender, race, religious belief or grouping. Through RSHE we seek to develop a positive view of female and male sexuality. It is our intention that all children have the opportunity to experience a programme of RSHE at a level which is appropriate for their age and physical development, with differentiated provision if required.

Objective discussion about the diversity of personal, social and sexual preference in relationships will take place in RSHE and prejudiced views will be challenged in order to encourage tolerance. Any bullying around sexual behaviour or perceived sexual orientation arising from this prejudice will be dealt with as a serious matter.

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

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

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- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

External organisations/visitors:

'Use of visitors should be to enhance teaching by an appropriate member of the teaching staff, rather than as a replacement for teaching by those staff.'

Relationships Education, Relationships (and sex) Education (RSE), and Health Education Guidance DfEE 2019 P18 .53

Visitors to school, such as parents/carers, health professionals and members of voluntary organisations, may be invited to plan and contribute to RSHE lessons. They will be given a copy of this policy and will be expected to work at an age appropriate level within the values framework described within. The RSHE co-ordinators will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the school's RSHE programme. A teacher will be present during the lesson.

7 – Roles and responsibilities

- The **governing board** will approve the RSE policy, and hold the headteacher to account for its implementation.
- The **headteacher** is responsible for ensuring that RSE is taught consistently across the school, for sharing materials with parents and carers, and for managing requests to withdraw pupils from non-statutory, non-science components of RSE.
- The **RSE lead teacher** is Rachael Leggat. They are responsible for developing the curriculum, consulting with parents, staff and governors, developing an effective policy and ensuring its' implementation. The RSHE co-ordinator collects evidence for the monitoring and evaluation of the RSHE programme by means of lesson observations, pupil voice and gathering feedback from teachers. Any staff development needs will also be identified.
- **Staff** are responsible for delivering RSE in a sensitive way; modelling positive attitudes to RSE; monitoring progress; responding to the needs of individual pupils.

8 – Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education. Parents/carers have the right to withdraw their child from the non-statutory/non-science components of sex education within RSE. The only aspect of sex education (developing bodies) that we teach at Banks Road is relevant to our year 1 science curriculum (naming body parts). Any parent wishing to withdraw their child is encouraged to make an appointment with the head teacher to discuss the matter. Any complaints about the content or delivery of RSHE should be addressed to the head teacher.

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9 - Safeguarding/Confidentiality

Teachers need to be aware that effective RSHE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Under common law, young people are entitled to the same duty of confidence as adults. Personal information about them should not be shared without their permission except for the purposes of child protection. There may be rare occasions when a child under the age of thirteen who is sexually active directly approaches a teacher. This should be viewed as a child protection issue and procedures should be followed as outlined in the schools Child Protection and Safeguarding policy. The Staff member will inform the DCPO in line with LA procedures. A member of staff cannot promise confidentiality if concerns exist.

10 - Links with Other Policies

- Emotional Health and Well-being
- Equal Opportunities
- Child Protection
- Relationships and Behaviour Regulations
- Anti-Bullying

The policy is made available to teaching and non-teaching staff, community partners and any outside visitors who may deliver aspects of RSHE, via the school office and school website.

<u>THIS POLICY WILL BE REVIEWED ANNUALLY.</u>
DATE OF REVIEW BY GOVERNING BODY: March 2026 July 2026
This policy was reviewed and ratified by the Finance & Pupil and Personnel Committee - July 2026. Signed: Chair of Governors _____ Date: _____

Appendix A

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SPECIFIC VOCABULARY AND TERMINOLOGY

It has been acknowledged by ‘SRE for Primary Aged Children’ 2002 the importance of using agreed, ‘scientific’ terms when describing parts of the body:

‘Children are often confused in their understanding of their bodies and how they work. It is important that teachers use the correct terms. Family names or common names can be acknowledged, but it is good practice to use the scientific terms. If children have not been equipped with the words for the parts of their bodies and have picked up the message that adults don’t talk about them either, how can they be expected to describe them to an adult if they need to? This has serious implications for child protection.’

Age 3-5 years

happy	grumpy	hop	child	discover	head	Familiar terms for private parts will be acknowledged e.g. willy, fairy,
pleased	cross	swim	skills	size	hair	
calm	run	growing up	responsibilit	shape	body	
sad	jump	baby	y change	hands	teeth	

Age 5-7 years

male	woman	birth	unique	legs	testicles	Familiar terms for private parts will be acknowledged but scientific term will be used.
female	baby	death	special	hands	bottom	
girl	child	same	stomach	feet		
boy	teenager	similar	chest	penis		
man	adult	different	arms	vagina		

Age 7-9 years

hygiene	infection	womb	testicles	penis	responsibilit	Familiar terms for private parts will be acknowledged but scientific term will be used
toiletries	breast	uterus	ovaries	vagina	y	
bacteria	nipples	scrotum	periods	love	relationships	
germs	anus	testes	fallopian tubes	puberty	independenc e dependent	