



Relationships and Sex Education Policy

This policy was adopted/updated:	May 2025
This policy will be reviewed:	May 2028
Governor Committee Responsibility:	STL Committee
Statutory policy:	Yes

MAPLE INFANTS' SCHOOL PSHE & RSE Policy

~ TOGETHER WE LEARN AND GROW ~

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics as part of our commitment to meet the public sector duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

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1. Aims

Personal, Social, Health and Economic (PSHE) and Relationship and Sex Education (RSE) is fundamental in our mission to nurture all children to be:

- **Successful** lifelong learners who love learning, make progress and achieve
- **Confident** individuals who can live safe, happy and active lives
- **Responsible** citizens who make a positive contribution to their community.

At Maple Infants' School, the intent of our Relationships & Sex Education (RSE) is to nurture and support our children through their physical, emotional and moral development. Our RSE programme, firmly embedded in PSHE, will help our children to learn to move with confidence from childhood, through the significant life stages, to become responsible members of society who respect themselves and others.

RSE is always taught with due regard to moral and legal considerations and within the explicit values of family life and committed, supportive relationships. We recognise that family units may be made up in different ways, for example, single parents, divorced families, nuclear families, same sex partnerships, adopted children, extended or bereaved families or stepfamilies. All different family structures will be valued equally and children will be encouraged to share what is positive about their family and to feel those contributions have equal weight.

At Maple Infants' School, we believe that Relationships and Sex Education (RSE) is an integral part of the Personal, Social, Health and Economic Education (PSHE) curriculum and so this policy should be read in conjunction with our PSHE policy.

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the parts of the science national curriculum relating to humans and growth.

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](#).

At Maple Infants' School we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a member of staff 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 policy and make recommendations
3. Parent consultation – given the opportunity to read the policy
4. Ratification – once amendments were made, the policy was shared with governors (STL Committee) and ratified

4. Definition – What is RSE?

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values.

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Children will be taught what a relationship is, what friendship is, what family means and who can support them.

In an age-appropriate way, the children will be taught how to treat each other with kindness, consideration and respect.

The guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers can be seen here

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

5. Delivery of RSE

We believe that, to be effective, RSE should always be taught within a broader PSHE education programme. The Jigsaw scheme which is used to deliver PSHE has been updated to meet the statutory requirements of RSE. Learning in RSE is also linked to the curriculum in relevant subjects, such as Science, Computing and Religious Education.

RSE is taught in every year in our school as it helps our children to learn progressively as they mature and revisit the subject on a regular basis, this reinforces learning and provides opportunities to ask further questions.

RSE is taught by class teachers. In lessons, teachers will make a clear distinction between factual information and people's views and beliefs.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, which includes using the correct biological names for body parts and other aspects are included in religious education (RE).

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

6. Curriculum

Jigsaw RSE Content

The grid below shows specific RSE learning intentions for each year group in the 'Changing Me' Puzzle.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
Reception	Piece 3 Growing Up	D4 - Seek out others to share experiences. Show affection and concern for people who are special to them D6 - Explain own knowledge and understanding, and ask appropriate questions of others ELG - Show sensitivity to others' needs and feelings
1	Piece 4 Boys' and Girls' Bodies	identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina, vulva, breasts
2	Piece 4 Boys' and Girls' Bodies	respect my body and understand which parts are private recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina, vulva, breasts) and appreciate that some parts of my body are private tell you what I like/don't like about being a boy/girl

These areas of learning are taught within the context of family life taking care to ensure 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, 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).

Meeting the needs of individual pupils

The scheme of work for PSHE and RSE is developmental and builds on learning year by year. Additional support for pupils with SEND or those who speak English as an additional language will be made as appropriate by class teachers. Within a class, children will have differing levels of ability and maturity. Teachers will respond to children's questions at their level whilst balancing the needs of the whole class. Sometimes individual children will ask questions and raise issues that are much more advanced than their peers. In this case the teacher can defer the question so that it can be answered in a one-to-one setting.

Dealing with Sensitive Questions

The content covered in PSHE and RSE can raise challenging questions due to children's natural curiosity. All staff receive training and support on delivering the curriculum and answering difficult questions. Our Jigsaw PHSE lessons establish a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike.

Questions may also be referred to parents/carers if necessary. Teachers will use their discretion and will, if necessary, refer to the PSHE/RSE coordinator for advice and support. If a teacher is concerned that a child is at risk of abuse, the Head Teacher/ Safeguarding Lead will be informed and the usual Child Protection procedures will be followed.

7. Roles and responsibilities

The governing board

The governing board has delegated the approval of this policy to the Standards, Teaching and Learning Committee.

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school.

PSHE & RSE Subject Leader

The subject leader is responsible for taking the lead in policy development and for monitoring coverage and compliance.

Staff

Staff are responsible for:

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

Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

9. Working in partnership with parents

At Maple Infants' School we believe that it is important to work in partnership with parents, and carers, especially when delivering PSHE and RSE. Should any parents or carers wish to discuss any area of the PSHE or RSE curriculum, then they are invited to make an appointment to see their child's class teacher, PSHE/RSE Leader, Phase Leader or the Head Teacher.

Involving parents and carers

Parents and carers are given the opportunity to find out about and discuss the PSHE and RSE at Maple Infants' through:

- Parents'/carers' evenings
- Newsletters
- Information leaflets/displays
- Weekly overviews
- School website

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

11. Monitoring arrangements

The delivery of RSE is monitored by Helen Beresford-Murray (PSHE/RSE Subject Leader) through meetings, planning scrutiny, learning walks, lesson observations, pupil conferencing.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by PSHE Subject Leader every 3 years. At every review, the policy will be approved by the STL Committee.

12. Links with other policies

This policy links with the following policies/documents:

- PSHE Policy
- Positive Behaviour policy
- Child Protection policy
- Equality policy
- Anti-Bullying Policy
- E-safety Policy
- Single Equality Scheme