

# Orchards Infant School



## Relationships and sex education policy

|                     |                |                      |
|---------------------|----------------|----------------------|
| Approved by:        | Paul Jones     | Date: September 2026 |
| Last reviewed on:   | September 2026 |                      |
| Next review due by: | September 2027 |                      |

### Contents

|                                                                         |    |
|-------------------------------------------------------------------------|----|
| 1. Aims .....                                                           | 2  |
| 2. Statutory requirements .....                                         | 2  |
| 3. Policy development.....                                              | 2  |
| 4. Definition .....                                                     | 2  |
| 5. Curriculum .....                                                     | 2  |
| 6. Delivery of RSE .....                                                | 3  |
| 7. Roles and responsibilities .....                                     | 3  |
| 8. Parents' right to withdraw .....                                     | 4  |
| 9. Training .....                                                       | 4  |
| 10. Monitoring arrangements.....                                        | 4  |
| Appendix 1: Curriculum map .....                                        | 5  |
| Appendix 2: By the end of primary school pupils should know .....       | 7  |
| Appendix 3: Parent form: withdrawal from sex education within RSE ..... | 10 |

## 1. Aims

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

- Provide an environment in which sensitive discussions can take place
- Give our pupils an understanding of the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a culture for positive and respectful relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Ensure pupils understand the need for privacy and ownership of their own bodies

## 2. Statutory requirements

As a maintained infant school we must provide relationships education to all pupils as per 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](#).

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

## 3. Policy development

This policy has been in place and active since 2021 and is updated and developed by Senior Leaders when necessary, i.e. responding to incidents in school or updates from the DfE. Staff and parents are consulted when needed.

## 4. Definition

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.

RSE is not about the promotion of sexual activity.

## 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it around the needs of children and the cohort they are working in.

We have developed the curriculum as a staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and ensure discussions are had with parents to support a shared approach to safe and healthy relationships.

For more information about our curriculum, see our curriculum map in Appendix 1.

## 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Positive relationships are a focus from the moment our pupils enter our building and are supported right the way through their time at Orchards Infant. We develop early relationship and communication skills in our Early Years classes through both discreet teaching and in the moment modelling and support. This continues into Key Stage 1, where children are supported daily to manage their relationships respectfully and consider how to keep themselves safe both in and out of the classroom.

Discreet lessons are always delivered by class teachers because we know they are best placed to respond effectively to any concerns raised during discussions about sensitive or personal subjects.

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 and Kind relationships
- Online Safety and Awareness\*
- Being safe

We also teach the children the correct names of their body parts as a means of keeping themselves safe. We know that being able to talk confidently about your body is part of being able to confidently keep your body safe.

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).

\*Much of the Online Safety elements are taught through our Computing curriculum.

## 7. Roles and responsibilities

### 7.1 The governing board

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

### 7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

### 7.3 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
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non/statutory components of RSE.

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.

Our Key Stage one teachers deliver RSE at Orchards Infant.

Our Early Years teachers follow the Personal Social & Emotional Development aspect of the Early Years Curriculum.

## **7.4 Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. This is a skill we develop as children move through the school and in year two allows them to have more open and thoughtful debates and discussions.

## **8. Parents' right to withdraw**

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

Parents have the right to withdraw their children from the lessons involved in naming body parts as this is a non-statutory element of our teaching.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from lessons.

## **9. Training**

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

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

## **10. Monitoring arrangements**

The delivery of RSE is monitored by Subject Lead through:

Planning overviews, planning scrutiny, learning walks, monitoring visits and discussions with teachers and children.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. Children who struggle with any aspects of the RSE curriculum are flagged to our SENDCO and supported accordingly.

This policy will be reviewed by the subject Leader annually. At every review, the policy will be approved by the headteacher.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

| <b>Skills Objectives</b><br><i>Broken down for Orchards Infant School pupils</i>                                                                                                                                                                                                                                    | EYFS                                                                                                                                                                                                                                  | Year One                                                                                                                                                                                                                                                                                     | Year Two                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Caring Friendships</b><br>Children will have positive and trusting relationships with the adults and peers in their lives.<br>They will know how to be a good friend and be beginning to solve problems within their own relationships.                                                                          | Talk about my family and my friends' families.<br>Talk about how to solve problems with friends and when to ask for help.<br>Know what a friend does<br>Explain my ideas so others understand my thinking and my actions              | Know what makes a good friend and begin to consider this when I am playing and sharing.<br>I know what makes a family – love and caring for each other (not just where you live)<br>I know that families can look different                                                                  | Discuss the impact of labelling and bullying on people who might be different from us.                                                                                                                                                                                      |
| <b>Respectful, Kind Relationships</b><br>Children will recognize that not everyone is the same as them and that we must be kind towards one another, no matter what our differences or similarities.<br>They will be respectful and polite be beginning to recognize and set boundaries within their relationships. | Understand what it looks like to be ready, kind and safe<br>Follow classroom and basic routines<br>Talk about my friends nicely and begin to recognize their feelings<br>I know my friends can make their own choices and that is ok. | Know the three school rules – be ready, be kind, be safe<br>Understand that it is important to keep your words and actions kind.<br>To talk about the differences in us all and celebrate these.<br>Begin to explore what is 'boy' and what is 'girl' and recognize that there are no rules. | Know the school rules and understand that year 2 are the oldest pupils (role models)<br>What does respect mean and why is it important? How do friends make us feel good?<br>Explore a range of stereotypes we might come across and understand they are opinions not rules |

|                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Being Safe</b></p> <p>Children will understand the importance of privacy and how to keep their body safe.</p> <p>They will be able to talk about the way their body signals to them that they feel unsafe and what they can do about it.</p> <p>They will know who to go to if they feel unsafe or need help.</p> | <p>Talk about the adults who keep me safe.</p> <p>Talk about things that make me scared and times I have been worried.</p> <p>Know that my body is my own and I can say "no".</p> <p>Begin to recognise feelings that I have when I am unsafe.</p> | <p>Know who can help us at school and what to do if we are worried.</p> <p>Know there are a range of adults who can help keep you safe and that you can go to.</p> <p>Know that body privacy is important and which body parts are private.</p> <p>Name private body parts.</p> <p>Explore how my body lets me know I am safe or unsafe.</p> <p>Talk about different kinds of scared.</p> | <p>Know who can help me and what to do in scary or upsetting situations</p> <p>Know there are always adults who can help, wherever I am</p> <p>Label private body parts</p> <p>Know about consent and respect body privacy</p> <p>Explore the concepts of 'fun to feel scared' and where the boundaries are in these situations.</p> |
| <p><b>Online Safety and Awareness</b></p> <p>Children will recognize that profiles belong to real people and that they must maintain privacy online.</p> <p>They will know how to ask for help when they see or stumble upon something unsafe online.</p>                                                               | <p>I know that I have to think about what is safe when I am online and I must ask an adult for help when I am stuck.</p>                                                                                                                           | <p>Understand the strategies I can use for keeping safe online</p> <p>Recognise when I am not safe in an online situation.</p>                                                                                                                                                                                                                                                            | <p>Discuss times and scenarios where I need to consider my safety online.</p> <p>Name adults and avenues that I go to for help.</p>                                                                                                                                                                                                  |

|                                                                                                                                                                                                                                    |                                                   |                                                                                                                  |                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <b>Transitions and Change</b><br><br>Children will be able to talk about changes happening in their lives.<br><br>They will be know who to talk to about worries and what they can do to help calm worries or fears around change. | I can talk about my new teacher and my classroom. | I know about changes happening at the end of term<br><br>I know that changes cause us to have different feelings | I know about the change happening at the end of term<br><br>I know this particular change is happening to us all. |
|                                                                                                                                                                                                                                    |                                                   |                                                                                                                  |                                                                                                                   |

## Appendix 2: By the end of primary school pupils should know

| TOPIC                                 | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Families and people who care about me | Curriculum content:<br>1. That families are important for children growing up safe and happy because they can provide love, security and stability.<br>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.<br>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.<br>4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.<br>5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.<br>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. |

| TOPIC                          | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Caring friendships             | <p>Curriculum content:</p> <ol style="list-style-type: none"> <li>1. How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>2. That healthy 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.</li> <li>3. 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.</li> <li>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.</li> <li>5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.</li> <li>6. How to manage conflict, and that resorting to violence is never right.</li> <li>7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Respectful, kind relationships | <p>Curriculum content:</p> <ol style="list-style-type: none"> <li>1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.</li> <li>2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.</li> <li>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.</li> <li>4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.</li> <li>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.</li> <li>6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.</li> <li>7. The conventions of courtesy and manners.</li> <li>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.</li> <li>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.</li> <li>10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.</li> <li>11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust</li> </ol> |

| TOPIC                       | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Online safety and awareness | <p>Curriculum content:</p> <ol style="list-style-type: none"> <li>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. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.</li> <li>2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.</li> <li>3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.</li> <li>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.</li> <li>5. 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.</li> <li>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</li> </ol> |
| Being safe                  | <p>Curriculum content:</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.</li> <li>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.</li> <li>5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.</li> <li>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.</li> <li>7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

# Orchards Infant School



To (class teacher's name)

I, the parent of (insert child's full name), wish to withdraw them from the lessons relating to properly naming body parts.

I understand this element of the curriculum has been added to support body autonomy and to help protect my child. I also understand that lessons are planned appropriately for my child's age range. However, I would prefer they did not join in with these sessions.

Signed

(Parent name and signature).

