



RSE Policy

Date Approved : January 2026

Review Date : January 2027

Philosophy

At Melbourne Infant School we believe that effective Relationships and Sex Education (RSE) is essential for young people to make responsible and well informed decisions about their lives.

For the purposes of this policy we will refer to 'Relationships and Sex Education' as RSE even though we recognise that as we are an infant school, we only teach the statutory Relationships Education aspect of this.

The RSE programme is integrated as part of the PSHE and Science curriculum. This school policy is in line with current regulations from the Department of Education (DfE) on Relationships Education, Relationships and Sex Education (RSE) and Health Education (December 2025).

Relationships Education and Health Education are taught in this school as statutory subjects.

Relationships Education make a significant contribution to the school's legal duties to

- prepare pupils for the opportunities, responsibilities and experiences of adult life , and
- promote the spiritual, moral, social, cultural, mental and physical development of pupils aims

The aim of Relationships Education at Melbourne Infants is to equip children and young people with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and take responsibility for their health and wellbeing.

We recognise the central importance of relationships in supporting children and young people's mental health and wellbeing, academic achievement, and future success. We aim to put in the key building blocks of healthy respectful relationships, focussing on family and friendships, in all contexts, including online. Our programme also aims to support pupils in their personal development with regard to attributes such as kindness, integrity, generosity, respect and honesty. These approaches support our wider work of building resilience in our pupils.

The integrated PSHE and RSE curriculum aims to:

- Develop communication and skills to be effective in friendships and relationships
- Ensure children are able to name parts of the body and describe how their body works (taught as part of KS1 Science); learn how to care for their body and value health, fitness and hygiene.
- Respect their own and other peoples' bodies and personal space
- Recognise appropriate and inappropriate touching, be able to keep themselves safe and to know when and how to ask for help and support.
- Recognise that difference is OK and celebrate it and so recognise and challenge pressure to conform to gender stereotypes.
- Be confident with their body image.

We focus on attitudes, values and skills, as well as knowledge and understanding. This will include developing self-esteem, the skills to manage relationships and most importantly keep themselves safe in all their relationships.

Content

The DfE recognises 5 elements to Relationships Education. These are:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

We recognise that RSE does not come just through the curriculum. In responses to issues, all staff will model positive, matter of fact answers in an age appropriate way.

We use the PSHE Association Curriculum documents to plan from and follow this as set out in our PSHE Long Term Overview.

National Curriculum Science is also statutory. This includes: Key Stage 1

- Identify name draw and label the basic parts of the body and say which part of the body is associated with each of the senses.

- That animals, including humans, have offspring that grow into adults. Naming parts of the body, including the words penis, testicles, and vulva, are taught as part of Key Stage 1 Science.

Equal Opportunities / Sensitive Issues

At Melbourne Infants we deliver RSE with regards to the Equality Act 2010 and observance of the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation. We recognise that children have varying needs regarding RSE depending on their circumstances and background.

To achieve this, the school's approach to RSE will take into account:

- Some pupils may have learning, emotional or behavioural difficulties, or special educational needs or disabilities (SEND) that result in particular RSE needs at different times. We will ensure that RSE is accessible to all pupils through high quality teaching that is differentiated and personalised.
- We recognise that our pupils may come from a variety of family situations and home backgrounds. We will take care to ensure that there is no stigmatisation of children based on their home circumstances and deliver the curriculum sensitively and inclusively.

Teaching provision

RSE is provided through:

1. Different teaching and learning methods are used to ensure pupils' full participation and development of skills.
2. A safe learning environment is established in all PSHE lessons.
3. Science as stipulated by the national curriculum and/or as negotiated with the PSHE coordinator.
4. Other curriculum areas for example Drama, English etc.
5. Assemblies.
6. The provision of appropriate leaflets and other information sources such as visitors.
7. Targeted intervention, where appropriate, with vulnerable individuals.
8. Delivery in response to incidents.

Dealing with questions

Sometimes an individual child will ask a difficult question in the classroom.

- Questions do not have to be answered directly and can be addressed later. We believe that individual teachers must use their skill and discretion in these situations and refer to parents or the PSHE coordinator if necessary.
- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole class setting.
- Teachers should set the tone by speaking in a matter of fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. If a teacher is concerned that a pupil is at risk of sexual abuse then the usual child protection/safeguarding guidelines will be followed.
- Teachers are careful not to be drawn into providing more information than appropriate to the age of the child.
- Only the correct names for body parts will be used. Meanings of words will be explained in a sensible and factual way.

Roles and Responsibilities

There is a coordinator in school who is responsible for overseeing and monitoring the implementation of the RSE scheme of work and to act as a support for staff. All teaching staff support the policy and have been integral in its development. The Governors are ultimately responsible for the policy.

Parental Engagement

We recognise the prime role of parents/carers in the development of their child's understanding about relationships and sex education. We work in active partnership with parents/carers in the development and review of RSE, including consultation into the creation of this policy.

The school will ensure that parents/carers are: made aware of the school's approach and rationale for RSE through the policy; involved in the review of the RSE policy; made aware of the school's PSHE curriculum; and encourage them to support their child's learning at home through shared learning activities, if appropriate.

Parents/carers do not have a right to withdraw their children from those aspects of RSE that are taught in national curriculum Science, Relationships Education or Health Education. When teaching body parts lessons, we share information with parents/carers.

If a parent/carer has any concerns about the RSE provision, we will take time to address their concerns and allay any fears they may have. If parents/carers have any desire to withdraw their child, we shall work with them and their child to explore their needs.

Working with Outside Agencies / Visitors

We will consult with the school nurse when appropriate. We will ensure that visitors are made aware of the policy so that they use appropriate language when addressing the children.

Pastoral support for Pupils / dealing with incidents:

All members of staff will be approachable to discuss any issues with the children.

Dissemination of the policy

The policy is available to parents and staff online.

Policy Review

This policy has been agreed by staff and governors of Melbourne Infant School and will be reviewed every 2 years.