

Relationships and Sex Education (RSE) Policy



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 Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

School Name	Ellington Infant School
Adopted and Approved by the Governing Board date	10 th December 2025
Review date	December 2026

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1. Introduction

This policy has been discussed with governors, including representatives from support staff and parents, as well as with teaching staff.

"The Governors and staff have agreed a policy on sex and relationships education which may be discussed with the Headteacher. Its main objective is to support our children through their physical, emotional and moral development by providing them with clear information and opportunities to relate to their wider world. No specific sex education is given in school, but when questions arise either naturally or from topic work, they are answered simply, honestly and factually. The National Curriculum for Science includes learning about human growth and development."

2. Rationale

The guidance from the DfE in July 2025 states that Relationships and Sex Education (RSE) should be firmly rooted in the framework for Personal, Social and Health Education (PSHE). It is also a legal requirement, as the National Curriculum for Science sets out the sex education elements which schools must provide for all pupils, and which covers the biological aspects of sex educations.

However, it is widely recognized that sex educations should be more than solely science if it is to meet children's needs. It should emphasise the social and moral issues and how young people need to respect and value others in a caring and empathetic way.

3. Aims

SRE contributes to the foundations of PSHE and citizenship by ensuring that all children:

- Develop confidence in talking, listening, and thinking about feelings and relationship.
- Play an active role as citizen.

- Develop a healthy, safer lifestyle.
- Develop good relationships and respect differences between people.

4. Statement of Values

SRE will reflect the values of our PSHE programme.

SRE will be taught in the context of relationships.

In addition, RSE will promote children's self-esteem, and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships based on respect for themselves and for others, at home, school and in the community.

The RSE Policy has clear links with other school policies aimed at promoting pupils' spiritual, moral, social, and cultural development, including the:

- Equal Opportunities Policy
- Health & Safety Policy
- Inclusion Policy
- Special Educational Needs Policy
- PSHE & Citizenship Policy
- Behaviour Policy

5. Equal Opportunities

All staff at our school are responsible for ensuring that all pupils irrespective of gender, ability, ethnicity, and social circumstances, have access to the whole curriculum and opportunities to make the greatest progress possible in all areas of the curriculum whilst in our school.

Care is particularly taken to ensure that we promote positive role models. We also recognise the importance of respecting the diverse family circumstances that exist within our school community and buy resources to reflect these, for example, single parent families, same sex parents/carers, etc.

6. Teaching Organisations

Relationships and Sex is taught in school within the context of our curriculum map and not as an individual subject. We teach sex education through different aspects of the curriculum. Whilst the main sex education teaching is in our PSHE & Citizenship curriculum (through the SEAL project), we also teach some sex education through other subject areas e.g., Science and PE, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

Active learning methods that involve children's full participation are used and SRE takes place within normal classroom provision of mixed-sex classes.

Staff help children to develop the confidence to talk, listen and think about gender and relationships through the use of the following strategies:

- establishing 'ground rules' (see below);
- role play and drama;
- class discussion;
- group discussion;
- circle time;
- reflection time.

All teachers are committed to delivering the RSE curriculum.

Staff are careful to ensure that their personal beliefs and attitudes do not influence the teaching of RSE. To this end ground rules have been agreed to provide a common framework within which to teach and to deal with issues.

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (staff or pupil) should be expected to ask or answer a personal question.
- No one will be forced to take part in a discussion.
- From Reception onwards only the correct names for body parts will be used, e.g., breast, penis, vagina, bottom.
- Meanings of age-appropriate words will be explained in a sensible and factual way.
- Sometimes an individual child will ask an explicit or difficult question in the school setting. Questions do not have to be answered directly and can be addressed later. Staff must use their skill and discretion in these situations and refer to the PSHE Co-ordinator or Headteacher.

7. Children's Questions

When a child asks a direct question relating to sex it will be answered sensitively but only the information requested will be given. The adult will only respond further if further questions are asked. Should any child be asking questions of a very explicit nature this will be referred to the Headteacher as Designated teacher for Child Protection to discuss further with parents should they believe this is appropriate. This will be a confidential issue and dealt with accordingly.

8. The Role of Parents

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's sex education policy and practice;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;

- inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

9. The Role of Other Members of the Community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme.

10. The Role of the Headteacher

It is the responsibility of the headteacher to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively. The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

11. Foundation

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

12. Key Stage 1

Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health.

In RSE and PSHE children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about being safe.