



The Mead Infant and Nursery School

RHSE Policy

School name: The Mead Infant and Nursery School

Approved by: Headteacher

Status & review cycle: Reviewed Annually

Next review date: Summer 2 2026

The Mead Infant and Nursery RHSE Policy

Introduction:

It is a statutory requirement that all Infant and Primary schools teach a Relationships and Health programme, which takes into consideration the pupil cohort's age and physical and emotional development, as per section 34 and 35 of the Children and Social work act 2017.

As an Infant School, The Mead Infant and Nursery School has created their Relationships and Health Education programme of study focussing upon relationship building, friendship, people that keep us safe, celebrating each individual and building self- esteem, and understanding physical and mental health and the benefits of exercise and a healthy, balanced diet.

Intent

Young people are growing up in an increasingly complex world and are learning to live their lives both on and offline. This presents many positive and exciting opportunities but also challenges and risks.

At The Mead Infant and Nursery School, we recognise that our pupils need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way, enabling them to live meaningful, healthy, safe, lives with independence, happiness and success.

Our aim is that Relationships and health education prepares our pupils to stay safe, make healthy and positive choices and build safe, positive relationships with others within a safe environment in which sensitive issues can be discussed in an age-appropriate way.

Our values align with our **learning behaviours** (Appendix 1)

These learning behaviours are an embedded part of our life at school and within the school's curriculum.

Implementation:

All Relationship and Health education is taught through each year groups weekly PSHCE lessons.

Senior leaders, subject leads and individual class teachers are responsible for ensuring that all the knowledge and skills outlined within our progression trackers are taught at each stage.

Lessons are taught in sequence throughout the year, with extra lessons taught to suit, if required by the need of the individual cohort.

Class teachers are responsible for the assessment of children's knowledge and skills and should adapt the teaching of content accordingly.

A record of what is taught can be seen in our progression tracker, long, medium and weekly plans and knowledge organisers.

Content

Definitions:

Relationships Health Education focuses on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults.

Pupils are taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, they learn about how to treat each other with kindness, consideration and respect.

By the end of their journey at The Mead Infant and Nursery School, pupils will have been taught content on:

- Families and people who care for me
- Caring friendships
- Respectful relationships, including 'consent'
- Online relationships
- Being safe

We take care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ 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.

Health Education focuses on giving pupils the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise. Pupils will be taught content on:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Road/Rail/Water safety and safety within the home
- Health and prevention

Clear, relevant and inclusive teaching plays a crucial part in safeguarding. This policy sets out the teaching of **statutory** Relationships and Health education as well as the **non-statutory** teaching of Relationship and Sex education at The Mead Infant and Nursery School.

This policy should be read in conjunction with our PSHE, Child Protection and Safeguarding Policy and our Safeguarding and Wellbeing Offer. These can all be viewed on the school website.

At The Mead Infant and Nursery School, we recognise that the role of parents and carers in the development of their children's understanding about relationships is vital. They are the first teachers of their children and have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

We believe that the **non- statutory** teaching of RSE at The Mead Infant and Nursery School is a collaborative partnership between the school and families, and we will work closely with every family to ensure that their views are heard and that every pupil can engage with the RSE curriculum.

Relationship and Sex Education (RSE) definition:

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.

The Department for Education guidance states that, the teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum: including knowledge of the main external body parts; the changes as humans develop to old age and reproduction in some plants and animals.

Should you like to see the guidance from the government please visit:

[Relationships Education, Relationships and Sex Education and Health Education guidance](#)

At The Mead Infant and Nursery School, we recognise that RSE is **not statutory** at infant age.

However, we believe it is of paramount importance that children are taught the age-appropriate knowledge they need to recognise and to report abuse.

Through our PSHE and safeguarding curriculum Children are taught how to report concerns and seek advice when they suspect or feel something is wrong.

As well as this, we believe that is crucial to teach children the anatomically correct language in relation to body parts so that they have the knowledge to communicate effectively should they ever feel the need to. Please refer to Appendix 2 to see vocabulary taught within RSE.

Through this teaching, children can understand the importance of privacy and consent in relation to their body, and most importantly they are given the tools to advocate for themselves.

This content is considered RSE (Relationship, Sex education) and because it is not a statutory requirement, parents/ carers have the right to withdraw their child if they wish.

Parental Rights to Withdraw their Children:

Parents/carers have a statutory right to withdraw their children from Sex Education content that is not part of statutory NC Science up until 3 terms before the term they turn 16, however the school will advise parents of all RSE that will be covered in the RSE or PSHE curriculum in advance, and invite parents to discuss the content with the class teacher, where they feel necessary.

Parents are also informed that the RSE curriculum is an essential driver in supporting a school's statutory duty to:

- Safeguard and promote the welfare of their children
- Advance the 2010 Equality Act
- Encourage the spiritual, moral, social and cultural development of pupils
- Foster British Values

- Prepare children and young people for the challenges, opportunities and responsibilities of adult life, along with the coverage for the National Curriculum for Science.

The school would hope and expect that most parents/carers would then feel reassured that the content is age appropriate and will be dealt with in a secure, open and safe environment. Parents do not have the right to withdraw children from relationships and health education as these objectives are statutory within the curriculum.

Should parents/carers still feel that they wish to request, in writing, that their child be removed from the RSE (relationship sex education) element of the curriculum, the school will ensure that the pupil still covers the school ethos, rules and learning behaviours to ensure they are aware of the ways in which they can help themselves within school, and where to seek support, and help, should they need it. The child in question would be provided with an activity to complete surrounding a PSHE objective, in another class for the duration of the RSE content.

Impact

We believe that the teaching and learning of Relationships and Health education results in children thriving socially and academically in an environment of mutual respect and celebration.

We believe our classrooms and curriculum provide our pupils with a safe space in which they can develop the emotional and practical tools they will use as they mature through their education.

Professional Development for Staff

Staff are kept informed of developments in key aspects of RHSE, including links with safeguarding, inclusion, equality, child protection and anti-bullying, through regular training provided at staff meetings and INSET days.

Consultation and Review

This policy will be reviewed annually by staff and governors in-line with DfE guidance. Parents and carers will be informed annually about any changes to the school's Relationship and Health Education curriculum. Parents have the right to withdraw their child from only the Relationship Sex Education content taught within lessons. This must be done according to guidance given earlier within this document.

Appendix 1

At the Mead Infant School we are
developing
LEARNING BEHAVIOURS



Resilience
Tigger always bounces back and he keeps trying even when it gets difficult.



Responsible
Kanga is responsible because she cares for Baby Roo. Kanga



Resourceful
Eeyore always thinks carefully and uses a range of



Reflective
Wise owl always reflects upon what he does and thinks of ways of



Reasoning
Pooh always likes to give reasons for his decisions



**Playing and exploring
Engagement (EYFS)**
Piglet loves to

Using anatomically correct male and female dolls to explore:

Nursery and Reception

Female external genitalia –

Vulva – the area between a girl’s legs at the front.

Bottom – rear bottom which has two cheeks that are soft so we can sit comfortably.

Male external genitalia –

Penis – the spongy tissue that dangles between a boy’s legs.

Testicles – two little balls in squashy bags behind the penis

Bottom – rear bottom which has two cheeks that are soft so we can sit comfortably.

Highlight underpants rule (NSPCC) when teaching external sex organ body part names – these areas of the body are places that we don’t usually look at on others, or touch. These are parts of the body which we keep covered by our underwear and that we have a right to keep private or to ourselves.

KS1 Agreed terminology:

For external sex organ body parts to be taught at The Mead Infant and Nursery School:

Female external genitalia –

Vulva – the area between a girl’s legs, which includes the openings to the vagina and urethra

Vagina – the small opening between a girl’s legs – a small tube from the outside to the inside of the body

Urethra – the tiny opening near the vagina of a tiny tube through which urine, “wee”, leaves the body

Male external genitalia –

Penis – the spongy tissue that dangles between a boy’s legs. Boys urinate, “wee”, through a tube in their penis (the urethra)

Testicles – two plum shaped “balls” in a squashy bag (the scrotum) behind the penis.

Highlight underpants rule (NSPCC) when teaching external sex organ body part names – these areas of the body are places that we don’t usually look at on others, or touch. These are parts of the body which we keep covered by our underwear and that we have a right to keep private or to ourselves.

The Underpants Rule should be taught separately in more detail at another time.