BANKS ROAD INFANT AND NURSERY SCHOOL
"A Home for Learning, Laughing, Caring and Trying"

Relationships, (sex) and Health Education (RSHE) Policy

2025-2026

This policy has been written in consultation with governors, staff, parents/carers and Bispham Spencer Academy

At Banks Road we aim to educate the whole child and to ensure children are happy, healthy and fulfil their potential in terms of the development of skills for life, social and moral values and academic success.



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Our vision

RSE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. Research demonstrates that good, comprehensive RSE does not make young people more likely to become sexually active at a younger age and in fact knowledge can help prevent this as well as helping to identify child protection issues in young children.

Policy Aims
The aim of RSHE is to provide children with age appropriate information, explore attitudes and values, and develop skills in order to help them to make positive decisions about their health-related behaviour. The RSHE policy has the following aims:

- To provide the knowledge and information to which all pupils are entitled;
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To help pupils develop resilience to stick to goals and achieve them, and recover from challenges and obstacles;
- To help pupils to develop their communication and assertiveness skills and to make the most of their abilities;
- To develop pupils' understanding of the importance of a healthier safer lifestyle;
- To provide a description of how RSE is delivered, monitored and evaluated in the school;
- To help pupils learn to respect and care for their bodies and
- To help pupils, parents and carers learn **how** to gain access to information and support.
- To help pupils understand the importance of respecting others
- To help pupils realise that they need to be responsible for their own actions

Values Framework
All those who teach aspects of RSHE within school, including visitors, are expected to be guided by the following values framework which represents the values held in common by the whole school community. The teaching of RSE will encourage pupils to:

- Value and respect themselves;
- Value and respect others and
- Value and respect differences in people's religion, culture, sexual orientation, physical and mental ability and social background.
- Value healthy relationships which are based on mutual respect, care and goodwill

The personal beliefs and attitudes of teachers will not influence the teaching of RSHE in this school.

Learning Outcomes for RSHE within Banks Road Infant and Nursery School

By the end of Key Stage 1, pupils will have had opportunities to gain knowledge and skills necessary to build and maintain healthy relationships. They will have considered the effect of their behaviour on other people and identify and respect differences between people. They will have learnt how to keep themselves safe whilst online. They will also have discussed different ways in which family and friends care for one another. They will be able to explain ways of keeping clean and they will be able to name the main external parts of the human body, including the sexual organs: penis and vulva. They will also be able to explain that people grow from young to old.

By the end of the 4 years in Key Stage 2 at our junior feeder school, pupils will have had the opportunity to express their views and respect those of others. They will have practiced skills in making judgements and decisions, and will be able to list some ways of resisting negative peer pressure around issues affecting their health and wellbeing. They will also have considered different types of relationship *(for example, marriage or friendships),* and discussed ways in which people can maintain good relationships *(for example, listening, supporting, caring)*.

The following learning outcomes are taken from *Relationships Education, Relationships and sex education (RSE) and Health Education Guidance (2019)*, alongside the PSHE (personal, social, health and economic) Association Curriculum (guidance 2016).

By the end of Key Stage 1
Pupils will be able to:

- recognise and compare the main external parts of the bodies of humans
- recognise similarities and differences between themselves, their families and others and treat others with sensitivity
- identify and share their feelings with others
- recognise safe and unsafe situations
- identify and be able to talk with someone they trust
- be aware that their feelings and actions have an impact on others
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
- use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

Pupils will know and understand:

- that families are important for growing up because they give love, stability and security
- that animals, including humans, grow and reproduce, and their offspring grow into adults
- about safe places to play and safe people to be with, including online
- the needs of babies and young people
- ways in which they are alike and different from others that they have some control over their actions and bodies
- the names of the main external parts of the body including agreed names for sexual parts
- how important friendships are in making us happy and secure; and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely/excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- the conventions of courtesy and manners.
- that people sometimes behave differently online, including by pretending to be someone they are not.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

Pupils will have considered:

- why families are special
- the similarities and differences between people
- how their feelings and actions have an impact on other people.

By the end of Key Stage 2

Pupils will be able to:

- express opinions, for example, about relationships and bullying
- listen to, and support others
- respect other people's viewpoints and beliefs
- recognise their changing emotions with friends and family and be able to express their feelings positively
- identify adults they can trust and who they can ask for help
- be self-confident in a wide range of new situations, such as seeking new friends
- form opinions that they can articulate to a variety of audiences
- recognise their own worth and identify positive things about themselves
- balance the stresses of life in order to promote both their own mental health and well-being and that of others
- see things from other people's viewpoints, for example their parents and their carers
- discuss moral questions
- listen to, support their friends and manage friendship problems
- recognise and challenge stereotypes, for example in relation to gender recognise the pressure of unwanted physical contact, and know ways of resisting it.

Pupils will know and understand:

- that the life processes common to humans and other animals include growth and reproduction
- about the main stages of the human life cycle
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.
- the characteristics of healthy family life including difficult times, protecting family members, and importance of spending time together

- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- begin to know some of the physical changes that take place during puberty, why they happen and how to manage them i.e. personal hygiene routines.
- the many relationships in which they are all involved
- where individual families and groups can find help
- how the media impact on forming attitudes
- about keeping themselves safe when involved with risky activities
- that their actions have consequences and be able to anticipate the results of them
- about different forms of bullying people and the feelings of both bullies and victims
- why being different can provoke bullying and know why this is unacceptable
- about, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together.

Pupils will have considered:

- the diversity of lifestyles
- others' points of view, including their parents' or carers
- why being different can provoke bullying and why this is unacceptable
- when it is appropriate to take a risk and when to say no and seek help
- the diversity of values and customs in the school and in the community the need for trust and love in established relationships.

The Organisation of RSHE

RSHE is co-ordinated by Rachael Leggat (Banks Road). At Key Stages 1, RSE is taught within our RSHE (also known as PSHE) curriculum using 'Talking Points'. The teaching of developing healthy online relationships and being safe with personal information is taught through our Computing curriculum. Biological aspects of RSHE are taught within the science curriculum and some moral aspects are taught within RE. The aspect of the RSHE curriculum (specific sex education) is not taught at Banks Road.

A range of teaching methods which involve pupils' full participation are used to teach RSHE. These include use of small group work, discussion, case studies, drama and role-play. Ground rules and distancing techniques are used to establish a safe environment to facilitate discussion and pupils are encouraged to reflect on their learning. RSHE is usually delivered in mixed gender groups. However, there may be occasions when single gender groups are more appropriate and relevant. The programme content has been agreed in consultation with governors, parents/carers and teaching staff.

Use of visitors

'Use of visitors should be to enhance teaching by an appropriate member of the teaching staff, rather than as a replacement for teaching by those staff.'
Relationships Education, Relationships (and sex) Education (RSE), and Health Education Guidance DfEE 2019 P18 .53

Visitors to school, such as parents/carers, health professionals and members of voluntary organisations, may be invited to plan and contribute to RSHE lessons. They will be given a copy of this policy and will be expected to work at an age appropriate level within the values framework described within. The RSHE co-ordinators will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the school's RSHE programme. A teacher will be present during the lesson.

Terminology (see Appendix A)

OFSTED guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people. Correct language for body parts will be gradually introduced from Year 1.

Dealing with Difficult Questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. This may involve referring the child back to their parent/carer, school health advisor/school nurse or young person's health drop-in service for an answer, or seeking advice from the RSHE co-ordinators. At Banks Road, questions relating to specific sex education issues will be referred back to families.

Children with Special Needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of RSHE.

Monitoring and Evaluation of RSHE

The RSHE co-ordinator collects evidence for the monitoring and evaluation of the RSHE programme by means of lesson observations, monitoring lesson plans and gathering feedback from teachers and pupils. Feedback is obtained through group discussion and/or feedback forms. Any staff development needs will also be identified.

Liaison with Feeder Schools
Policies are shared with our feeder School, Bispham Spencer Academy and they take responsibility for the specific sex education aspect of RSHE.

Withdrawal of Students from RSHE and Complaints Procedure
The school will include agreed information on RSHE in the school prospectus and full details are available on request. Bispham Spencer will inform parents/carers when aspects of the RSHE programme are taught (this may be done simply by announcing in the school's newsletter in some instances) and will provide opportunities for parents/carers to view the videos and resources being used.
Parents are informed of their legal right to withdraw their child from RSHE via the school prospectus. Any parent wishing to withdraw their child is encouraged to make an appointment with the head teacher to discuss the matter. Students cannot be withdrawn from any part of RSHE which falls within the statutory National Curriculum Science orders. Any complaints about the content or delivery of RSHE should be addressed to the head teacher.

Equal Opportunities and Inclusion
All pupils are entitled to receive RSHE regardless of ability, gender, race, religious belief or grouping. Through RSHE we seek to develop a positive view of female and male sexuality. It is our intention that all children have the opportunity to experience a programme of RSHE at a level which is appropriate for their age and physical development, with differentiated provision if required.
Objective discussion about the diversity of personal, social and sexual preference in relationships will take place in RSHE and prejudiced views will be challenged in order to encourage tolerance. Any bullying around sexual behaviour or perceived sexual orientation arising from this prejudice will be dealt with as a serious matter.

Safeguarding/Confidentiality
Teachers need to be aware that effective RSHE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Under common law, young people are entitled to the same duty of confidence as adults. Personal information about them should not be shared without their permission except for the purposes of child protection. There may be rare occasions when a child under the age of thirteen who is sexually active directly approaches a teacher. This should be viewed as a child protection issue and procedures should be followed as outlined in the schools Child Protection and Safeguarding policy. The Staff member will inform the DCPO in line with LA procedures. A member of staff cannot promise confidentiality if concerns exist.

Procedure for Supporting Those Infected with HIV or Hepatitis B or C
Staff should not expect to be informed of a pupil's or colleague's HIV or Hepatitis status. A member of staff, who is told of a pupil's blood-borne viral status, should inform the head teacher and no one else. She/he will tell the pupil that this is what they are doing. No pupil or member of staff will be discriminated against as a result of such a disclosure.
First aid and control of infection practice should always follow current county guidelines; this will protect all school members from infection with blood-borne viruses.

Links with Other Policies

- Emotional Health and Well-being
- Equal Opportunities
- Child Protection
- Relationships and Behaviour Regulations
- Anti-Bullying

Policy Development, Dissemination and Review Process

This policy was drafted by the head teachers of Banks Road and Bispham Spencer in consultation with the RSHE co-ordinators, and governor representatives. Parents/carers were given the opportunity to discuss the draft policy and the teaching and non-teaching staff had the opportunity to discuss it at a staff meeting. The policy was then ratified by the governing boards.

The policy is made available to teaching and non-teaching staff, community partners and any outside visitors who may deliver aspects of RSHE, via the school office.

THIS POLICY WILL BE REVIEWED ANNUALLY.
DATE OF REVIEW BY GOVERNING BODY: February 2016 July 2017 March 2018 July 2019 July 2020 July 2021 June 2022 March 2024 March 2025 March 2026
This policy was reviewed and ratified by the Finance & Pupil and Personnel Committee - March 2026. Signed: Chair of Governors_____ Date: _____

Appendix A

SPECIFIC VOCABULARY AND TERMINOLOGY

It has been acknowledged by 'SRE for Primary Aged Children' 2002 the importance of using agreed, 'scientific' terms when describing parts of the body:

'Children are often confused in their understanding of their bodies and how they work. It is important that teachers use the correct terms. Family names or common names can be acknowledged, but it is good practice to use the scientific terms. If children have not been equipped with the words for the parts of their bodies and have picked up the message that adults don't talk about them either, how can they be expected to describe them to an adult if they need to? This has serious implications for child protection.'

Age 3-5 years						
happy pleased calm sad	grumpy cross run jump	hop swim growing up baby	child skills responsibility change	discover size shape hands	head hair body teeth	Familiar terms for private parts will be acknowledged e.g. willy, fairy,
Age 5-7 years						
male female girl boy man	woman baby child teenager adult	birth death same similar different	unique special stomach chest arms	legs hands feet penis vagina	testicles bottom	Familiar terms for private parts will be acknowledged but scientific term will be used.
Age 7-9 years						
hygiene toiletries bacteria germs	infection breast nipples anus	womb uterus scrotum testes	testicles ovaries periods fallopian tubes	penis vagina love puberty	responsibility relationships independence dependent	Familiar terms for private parts will be acknowledged but scientific term will be used