



Bromley Heath Infant School

Relationship and Sex Education (RSE) policy

Author/Person Responsible	A. Perry-Hodge
Date of Ratification	May 2025
Review Group	Curriculum Committee
Ratification Group	As above
Review Frequency	1 year
Review Date	May 2026
Related Policies	Jigsaw / PSHE
Chair of Curriculum Committee Signature Signed _____	

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices:	Relationships and Sex Education	DATE:	May 2025
EIA CARRIED OUT BY:	K.Harris	EIA APPROVED BY:	A.Perry-Hodge

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		X
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		X
Gender reassignment		X
Marriage and civil partnership		X
Pregnancy and maternity		X
Race		X
Religion and belief (practices of worship, religious or cultural observance, including non-belief)		X
Gender identity		X
Sexual orientation		X

Any adverse impacts are explored in a Full Impact Assessment.

Relationships and Sex Education (RSE) Policy

Intent

The aims of our personal, social and health education (which includes our relationships and sex education) at Bromley Heath Infant school is to provide children with the opportunities to develop knowledge, skills and understanding to lead a confident, healthy and happy life. We have a strong focus on developing children's understanding of positive and healthy relationships, to enable successful relationships throughout their lives.

We place high value and importance on family life and aim to reflect the different family backgrounds our children come from and that exist in our wider school community. We will help the children develop knowledge and understanding of what caring and loving families are.

The children will explore emotions and feelings and we will provide the children with opportunities to develop their vocabulary to enable them to express these clearly. We will help the children to understand who you should speak to when you feel unsafe or worried about something.

Our aim is for the children to develop feelings of self-respect and pride in themselves. We aim to develop the children's empathy towards others, understanding that although people and families may be different everybody is entitled to respect.

We recognise that children are growing up in a world where the internet will be a key part of their lives with both benefits and risks. We aim to equip our children with the knowledge to enable them to stay safe online and understand what to do if something online concerns or worries them.

We will model healthy relationships and help the children understand how having a healthy relationship is important to your mental wellbeing.

We believe that Relationships and sex education is a key part of the physical, intellectual and emotional growth of an individual. At Bromley Heath Infant School our RSE is delivered through the PSHE framework and the Science curriculum. We have made sure that our delivery of RSE meets the needs of our context and links with our Vision, Values and school ethos.

Statutory Requirements

- End of primary expectations and curriculum content is given in the Relationships Education, Relationships and Sex Education, and Health Education DfE guidance (2020) <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>. It is up to schools to determine how this is taught as part of a broad and balanced curriculum. Where a school delivers this as part of a whole programme of PSHE, such as Jigsaw, they are free to continue with this approach. The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools. All pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

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

Relationships Education

The focus in our infant school is on teaching the building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. Children are taught about respect for others in an age-appropriate way, with a focus on establishing healthy relationships with others.

Aims and Objectives

There are four main aims for teaching RSE within the context of our infant PHSE curriculum

- To empower our pupils to be safe and safeguarded
- To enable young people to understand and respect their bodies and the importance of health and hygiene.
- To help young people develop positive and healthy relationships appropriate to their age, development etc. (respect for self and others)
- To support young people to have positive self-esteem, mental health and body image, and to understand the influences and pressures around them

Policy Development

At BHI we want to ensure our relationship and sex education policy is relevant and appropriate for our pupils, well taught and impactful, so we plan to consult our whole school community in creating our policy.

In order to do this we will:

- Consult with parents on the policy;
- Consult with and seek policy ratification from the FGB;
- Train all our teachers to teach relationship and sex education in a sensitive way;
- Listen to the views of the children in our school regarding relationship and sex education;
- Provide opportunities for staff and children to feedback and make changes to their teaching accordingly

Implementation

We teach RSE through different aspects of the curriculum. While we carry out the main relationship and sex education teaching in our personal, social and health education (PSHE) curriculum, we also teach some aspects of relationship and sex education through other subject areas (for example, science and PE).

At BHI we use JIGSAW to teach children about relationships, and we encourage children to discuss and ask questions. JIGSAW is the scheme of work used for all PSHE lessons throughout the year and keeps the same structure in all lessons. It provides a framework in which sensitive discussions can take place. The JIGSAW aims and objectives meet the statutory guidance from the DFE, which came into effect in 2020. The grid below shows the specific RSE content for each year group in the 'Relationships' and 'Changing Me' Puzzle taught in Terms 5 and 6.

	Term 5 Relationships	Term 6 Changing Me
Reception	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies (not naming sexual parts) Respecting my body and knowing that some parts are private Growing up Growth and change Fun and fears Celebrations
Year 1	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Respecting parts of my body and knowing that some parts are private Linking growing and learning Coping with change Transition
Year 2	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology penis, testicles and vagina) Respecting my body and knowing that some parts are private Assertiveness Preparing for transition

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSE issues are varied. However, while personal views are respected, all RSE issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion. Both formal and informal RSE Education arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. BHI believes that individual teachers must use their skill and discretion in this area and refer to the school's Designated Safeguarding Lead if they are concerned.

Confidentiality and Safeguarding Children Procedures

Teachers conduct RSE lessons in a sensitive manner and in confidence. Teachers will respond in an appropriate way if a child indicates that they may have been a victim of any type of abuse or if they make any comment that is a cause for concern. Teachers are well informed about our child protection processes and these are well publicised throughout the school and can be found within the safeguarding policy. If the teacher has concerns, they will draw their concerns to the attention of the Designated Safeguarding Lead.

The Impact of our RSE policy

The impact of our RSE is monitored by our Senior Leadership Team and Headteacher.

Pupils' individual development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed on an annual cycle or in the event of updated guidance.