



# Cupernham Infant School

## Relationships and Sex Education and Health Education Policy

<b>Status:</b>	Current	<b>Approval Level:</b>	HT
<b>Review Frequency:</b>	Annual	<b>Author/Role:</b>	Headteacher
<b>Date First Written:</b>	2020	<b>Date Last Approved:</b>	June 2025
<b>Date of Next Review:</b>	June 2026	<b>Statutory:</b>	YES
<b>Source:</b>	DfE	<b>Any Changes:</b>	No

*“Together We Care, We Learn and We Achieve”*

### Contents

1. Aims .....	2
2. Statutory requirements .....	2
3. Policy development .....	2
4. Definition .....	2
5. Curriculum .....	2
6. Delivery of RSE.....	3
7. Roles and responsibilities .....	3
8. Parents’ right to withdraw.....	4
9. Training.....	4
10. Monitoring arrangements .....	4
Appendix 1: Curriculum map.....	6

---

## 1. Aims

The aims of Relationships and Sex Education and Health Education (RSE) at our school are to:

- Give pupils an understanding of relationships and the importance of health and hygiene.
- Provide a framework in which sensitive discussions can take place.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

## 2. Statutory requirements

As a maintained infant school, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the parts of the science curriculum relating to humans and growth in the science curriculum.

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](#).

At Cupernham Infant School, we teach RSE as set out in this policy.

## 3. Policy development

This policy has been developed in consultation with school leadership, staff and governors. The consultation and policy development process involved the following steps:

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent consultation – parents given the opportunity to read the policy.
4. Ratification – once amendments were made, the policy was shared with governors and ratified.

## 4. Definition

Relationship and Sex Education and Health Education in an Infant school is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. RSE aims to give children essential life skills to build positive, respectful and enjoyable relationships with others. RSE aims to give children the skills to stay safe both on and off line. RSE, within PSHE, helps to explore children's own attitudes and values and develops their self-esteem and confidence to view themselves in a positive way.

## 5. Curriculum

We have developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1 or visit our website at <https://www.cupernhaminfant.com/pshe-2/>

## 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Some biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Being Me in the World
- Celebrating Differences
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me
- Online safety
- Being safe

These aspects are covered and built on throughout each year and are progressive from Year R to Year 2. For more information about our PSHE curriculum, see Appendix 1 or visit our website at <https://www.cupernhaminfant.com/pshe-2/>

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances. Families can include single parent families, LGBT 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 (for example: looked after children or young carers).

## 7. Roles and responsibilities

### 7.1 The Governing Board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

### 7.2 The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school.

### **7.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way.
- Modelling positive attitudes to RSE.
- Monitoring progress.
- Responding to the needs of individual pupils.

### **7.4 Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## **8. Parents' right to withdraw.**

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-science components of sex education within RSE. We will refer to the DfE guidance (p17-18) in this process. However, the science curriculum will still be taught in full. Requests for withdrawal from the non-science components will need to be in writing and addressed to the Headteacher.

## **9. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

## **10. Monitoring arrangements**

Our PSHE Leader and Senior Leadership Team monitor the delivery of RSE through: Lessons Observations, Learning Walks, our Staff and children feedback. Class teachers as part of our internal assessment systems monitor pupils' development in RSE.

This policy will be reviewed every 2 years. At every review, the policy will be approved by our Governing Body and Headteacher.

Appendix A  
PSHE Curriculum Map



## Cupernham Infant School PSHE Progression YR→→Y2

	Year R	Year 1	Year 2
<b>Autumn 1</b> <b>Being Me in My World</b>	<ol style="list-style-type: none"> <li>1. I understand how it feels to belong and that we are similar and different.</li> <li>2. I can start to recognise and manage my feelings.</li> <li>3. I enjoy working with others to make school a good place to be.</li> <li>4. I understand why it is good to be kind and use gentle hands.</li> <li>5. I am starting to understand children's rights and this means we should all be allowed to learn and play</li> <li>6. I am learning what being responsible means</li> </ol>	<ol style="list-style-type: none"> <li>1. I know how to use my Jigsaw Journal</li> <li>2. I understand the rights and responsibilities as a member of my class.</li> <li>3. I understand the rights and responsibilities for being a member of my class.</li> <li>4. I know my views are valued and can contribute to the Learning Charter</li> <li>5. I can recognise the choices I make and understand the consequences</li> <li>6. I understand my rights and responsibilities within our Learning Charter.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can identify some of my hopes and fears for this year.</li> <li>I know how to use my Jigsaw Journal</li> <li>2. I understand the rights and responsibilities for being a member of my class and school.</li> <li>3. I understand the rights and responsibilities for being a member of my class</li> <li>4. I can listen to other people and contribute my own ideas about rewards and consequences</li> <li>5. I understand how following the Learning Charter will help me and others learn.</li> <li>6. I can recognise the choices I make and understand the consequences.</li> </ol>
<b>Aut 2</b> <b>Celebrating Difference</b>	<ol style="list-style-type: none"> <li>1. I can identify something I am good at and understand everyone is good at different things</li> <li>2. I understand that being different makes us all special</li> <li>3. I know we are all different but the same in some ways</li> <li>4. I can tell you why I think my home is special to me</li> <li>5. I can tell you how to be a kind friend</li> </ol>	<ol style="list-style-type: none"> <li>1. I can identify similarities between people in my class.</li> <li>2. I can identify differences between people in my class.</li> <li>3. I can tell you what bullying is.</li> <li>4. I know some people who I could talk to if I was feeling unhappy or being bullied</li> <li>5. I know how to make new friends</li> <li>6. I can tell you some ways I am different from my friends.</li> </ol>	<ol style="list-style-type: none"> <li>1. I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)</li> <li>2. I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)</li> <li>3. I understand that bullying is sometimes about difference</li> <li>4. I can recognise what is right and wrong and know how to look after myself.</li> <li>5. I understand that it is ok to be different from other people and to be friends with them</li> </ol>

## Cupernham Infant School PSHE Progression YR→Y2

	6. I know which words to use to stand up for myself when someone says or does something unkind		6. I can tell you some ways I am different from my friends.
<b>Spring 1</b>  <b>Dreams and Goals</b>	1. I understand that if I persevere I can tackle challenges 2. I can tell you about a time I didn't give up until I achieved my goal 3. I can set a goal and work towards it 4. I can use kind words to encourage people 5. I understand the link between what I learn now and the job I might like to do when I'm older. 6. I can say how I feel when I achieve a goal and know what it means to feel proud.	1. I can set simple goals 2. I can set a goal and work out how to achieve it. 3. I understand how to work well with a partner 4. I can tackle a new challenge and understand this might stretch my learning 5. I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them 6. I can tell you how I felt when I succeeded in a new challenge and how I celebrated it	1. I can choose a realistic goals and think about how to achieve it 2. I carry on trying (persevering) even when I find things difficult 3. I can recognise who I work well with and who it is more difficult for me to work with 4. I can work well in a group 5. I can tell you some ways I worked well with my group 6. I know how to share success with other people
<b>Spring 2</b>  <b>Healthy Me</b>	1. I understand that I need to exercise to keep my body healthy 2. I understand how moving and resting are good for my body. 3. I know which foods are healthy and no so healthy and can make healthy eating choices. 4. I know how to help myself go to sleep and understand why sleep is good for me. 5. I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet. 6. I know what a stranger is and how to stay safe is a stranger approaches me	1. I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy 2. I know how to make healthy lifestyle choices 3. I know how to keep myself clean and healthy, and understand how germs cause diseases/illness. I know that all household products including medicines can be harmful if not used properly. 4. I understand that medicines can help me if I feel poorly and I know how to use them safely. 5. I know how to keep safe when crossing the road, and about people who can help me to stay safe. 6. I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.	1. I know what I need to keep my body healthy 2. I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed 3. I understand how medicines work in my body and how important it is to use them safely. 4. I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy 5. I can make some healthy snacks and explain why they are good for my body. 6. I can decide which foods to eat to give my body energy



## Cupernham Infant School PSHE Progression YR→→Y2



<p><b>Summer 1</b></p> <p><b>Relationships</b></p>	<ol style="list-style-type: none"> <li>1. I can identify some of the jobs I do in my family and how I feel like I belong.</li> <li>2. I know how to make friends to stop myself feeling lonely.</li> <li>3. I can think of ways to solve problems and stay friends.</li> <li>4. I am starting to understand the impact of unkind words.</li> <li>5. I can use Calm Me time to manage my feelings.</li> <li>6. I know how to be a good friend.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can identify the members of my family and understand that there are lots of different types of families.</li> <li>2. I can identify what being a good friend means to me</li> <li>3. I know appropriate ways of physical contact to greet my friends and know which ways I prefer.</li> <li>4. I know who can help me in my school community</li> <li>5. I can recognise my qualities as person and a friend.</li> <li>6. I can tell you why I appreciate someone who is special to me.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate.</li> <li>2. I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.</li> <li>3. I can identify some of the things that cause conflict with my friends</li> <li>4. I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</li> <li>5. I recognise and appreciate people who can help me in my family, my school and my community</li> <li>6. I can express my appreciation for people in my special relationships</li> </ol>
<p><b>Summer 2</b></p> <p><b>Changing Me</b></p>	<ol style="list-style-type: none"> <li>1. I can name parts of the body</li> <li>2. I can tell you some things I can do and foods I can eat to be healthy</li> <li>3. I understand that we all grow from babies to adults.</li> <li>4. I can express how I feel about moving to Year 1.</li> <li>5. I can talk about my worries and/or the things I am looking forward to about being in Year 1.</li> <li>6. I can share my memories of the best bits of this year in Reception</li> </ol>	<ol style="list-style-type: none"> <li>1. I am starting to understand the life cycles of animals and humans</li> <li>2. I can tell you some things about me that have changed and some things about me that have stayed the same.</li> <li>3. I can tell you how my body has changed since I was a baby.</li> <li>4. I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus</li> <li>5. I understand that every time I learn something new I change a little bit.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can recognise cycles of life in nature.</li> <li>2. I can tell you about the natural process of growing from young to old and understand that this is not in my control</li> <li>3. I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old.</li> <li>4. I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private.</li> </ol>





## Cupernham Infant School PSHE Progression YR→→Y2

		I can tell you about changes that have happened in my life.	5. I understand that there are different types of touch and can tell you which ones I like and don't like 6. I can identify what I am looking forward to when I move to my next class.
--	--	---	---