



Highgate Infant School

RSHE Policy

2025-2026

In July 2025, the DfE updated its relationships and sex education (RSE) and health education guidance. This policy references the changes from September 2026.

POLICY	RSHE Policy 2025-26
STATUS/DATE OF THIS VERSION	Autumn 2025 Review
APPROVED BY	Board of Trustees
RATIFIED BY	Trust Board
REVIEW	September 2026

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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- 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 primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996

- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

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

3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group 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/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

For the purpose of this policy:

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers on request.

6. Delivery of RSE

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

RSE teaching is further reinforced across the planned and unplanned curriculum, for example:

- When talking about the events or characters in stories read

- When praising a child who has helped a friend who fell on the playground
- When a child shares news of a family event or celebration with their class

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

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

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Sex education is not taught in Highgate Infant school. This is in line with [guidance](#) which recommends that primary schools teach sex education in years 5 and/or 6, in line with content about conception and birth in the science curriculum.

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

Pupils Knowledge is assessed throughout PSHE sessions through childrens understanding as demonstrated through class discussions and activities.

For more information about our RSE curriculum, see Appendices 1 and 2.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

7. Use of external organisations and materials

Highgate Infant school does not use external organisations (or materials produced by these organisations) to teach the RSE curriculum.

8. Roles and responsibilities

8.1 The Trust Board

The Standards Committee of the Trust Board will approve the RSE policy, and hold the headteacher to account for its implementation.

8.2 The Executive Headteacher

The executive headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE

- Monitoring progress
- Responding to the needs of individual pupils
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) Cheryl Kirby

8.4 Pupils

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

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

As no aspect of Sex education is taught there is no right or need for parents to exercise any rights to withdraw their child from sex education at Highgate Infant School.

10. Training

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

The headteacher will also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by Joanne Sewell through:

Discussions with pupils, planning scrutinies and learning walks.

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

This policy will be reviewed by Joanne Sewell annually. At every review, the policy will be approved by the Trust Board.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year R	Autumn 1	<p><u>The World and Me</u></p> <p>Book focus - Starting school by Janet Ahlberg</p> <p>People that help us. How to dial 999</p> <p>Doctors and vet roleplay. Learning how people and other living things have different needs and the responsibility of caring for them.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year R	Autumn 2	<p><u>Festivals and Fun</u></p> <p>Class kindness tree to celebrate the kind acts shown by the children.</p> <p>Looking at festivals that different groups celebrate and recognising the ways they are the same as and different to.</p> <p>Stay safe week:</p> <ul style="list-style-type: none"> • Anti-bullying • E-safety • NSPCC PANTS rule <p>Anti-bullying week focus, who can we tell if we are worried.</p> <p>Firework safety</p> <p>Explore the feeling <u>happy</u>- Use story - That's when I'm happy, to embed this concept</p> <p>Explore the feeling <u>Sad</u> Use story - Michael Rosen's Sad Book, to embed this</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year R	Spring 1	<p><u>Into the Woods</u></p> <p>Introduce compliments- children to then give complements to the child of the day. Child then to give complement for themselves.</p> <p>Goldilocks and the three bears hot seating. How did the bears feel? etc</p> <p>How we care for our environment</p> <p>Explore the feeling Tired . Use story - Jill Murphy peace at last, to embed this concept</p>
Year R	Spring 2	<p><u>Food Glorious Food</u></p> <p>Read the story pumpkin soup. Circle time to discuss solving problems with friends.</p> <p>What keeps us healthy? Children to learn about foods that support good health.</p> <p>Kitchen safety, using utensils.</p> <p>Risk for our teeth eating too much sugar and poor dental care. Visit from the tooth fairy.</p> <p>Teach the feeling scared. Use Story The bear who was scared of the dark.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year R	Summer 1	<p><u>All Creatures Great and Small</u></p> <p>Bad tempered ladybird, discussing feelings. Recognising and naming feelings.</p> <p>Frog spawn investigation station. Change and loss and identifying feeling associated with this and how to make people feel better.</p> <p>Explore the feeling Angry. Use story Little Rabbit Foo Foo, Michael Rosen, to embed this concept</p>
Year R	Summer 2	<p><u>Explorers</u></p> <p>Children to explore the year 1 classroom and meet the staff.</p> <p>Discuss the feelings of excited, using the text the sports day by Nick Butterworth and feeling cards</p> <p>How to keep safe in the sun safety posters.</p> <p>Children to make books about what they are looking forward to in year 1.</p> <p>How to keep safe in unfamiliar environments e.g. Beach, water etc</p> <p>Explore the feeling <u>Excited</u>. Use_story - The sports day, Nick Butterworth, to embed this concept</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 1	Autumn 1	<p>Who Am I?</p> <p>Explore the feeling <u>happy</u>. <u>Use</u> story 'That's When I'm Happy' to embed this concept.</p> <p>Explore the feeling <u>proud</u>. <u>Use</u> story 'The Rainbow Fish' to embed this concept.</p> <p>Explore the feeling <u>worried</u>. <u>Use</u> story 'Absolutely Too Small for School' to embed this concept.</p> <p>Look at how our feelings can affect our bodies and our body language/ how we might react to different people.</p> <p>Look at how physical exercise can help to keep us healthy - look at what we can do in a minute.</p> <p>Go through ways he can keep hygienic with rules for hand washing. - complete a germ experiment and look at how washing our hands prevents the spread of bacteria.</p> <p>Hospital role play to learn about our bodies</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 1	Autumn 2	<p>Let's Party</p> <p>Stay safe week:</p> <ul style="list-style-type: none"> • Anti-bullying • E-safety • NSPCC PANTS rule <p>Explore the feeling safe. Use story 'Goodnight Moon' to embed this concept.</p> <p>Explore the feeling frustrated. Use story 'Where the Wild Things Are' to embed this concept.</p> <p>Recognise how other people might be feeling and recognise how our actions effect other people.</p> <p>Understand and learn different ways of controlling our emotions and calming ourselves down if we feel out of control.</p> <p>Look at ways people celebrate and how we can celebrate together even if we are different.</p>
Year 1	Spring 1	<p>Once Upon A Time</p> <p>Explore the feeling scared. Use story 'Little Mouse's Big Book of Fears' to embed this concept.</p> <p>Look at basic dental care and visiting the dentist. How to brush teeth correctly and food and drink that support dental health. Look at a sugar experiment and how too much can have a bad effect on our bodies/teeth.</p> <p>Recognise how to ask for help when we don't know how to control our feelings.</p> <p>Learn how to look after an animal and how a wild animal looks after itself in different habitats. - how different animals look after their young</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 1	Spring 2	<p>Grow Me A Garden</p> <p>Explore the feeling <u>relaxed</u>. Use story 'Trumpet the Little Elephant' to embed this concept.</p> <p>Look at different activities/ things we can do to help us relax and feel rested.</p> <p>Create a family tree and understand who are the most important people in our lives.</p> <p>Create a hand of trust to understand who we can talk to when we feel like we need to share how we feel.</p>
Year 1	Summer 1	<p>Brilliant Beasts</p> <p>Explore the feeling <u>selfish</u>. Use story 'The Selfish Crocodile' to embed this concept.</p> <p>Look at how we make friends and how friends communicate and react toward each other.</p> <p>Understand how we can become a 'buddy' to someone who doesn't have many friends and how that can make them feel.</p> <p>Understand what we can do if there is ever an accident and identify what people can help us if there has been an accident to ourselves or other people.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 1	Summer 2	<p><u>Step Back in Time</u></p> <p>Reflect how we have changed over the year and look at our proudest moments of the year.</p> <p>Look at what they feel they want to get better at in year 2 and why.</p> <p>Create transition books and get to know new teachers and classroom staff.</p>
Year 2	Autumn 1	<p><u>The Magic of Me</u></p> <p>Why rules are needed. Read - 'Wilbie and Harry'</p> <p>Keeping ourselves safe in the classroom and around school.</p> <p>What is good hygiene? How to wash our hands.</p> <p>How to keep ourselves healthy and who can help us to stay healthy.</p> <p>Explore the feelings <u>calm and relaxed</u>. Use story 'Trumpet the Little Elephant' to embed this concept.</p> <p>Explore the feeling <u>fine</u>. Use story 'Little Bear and the Wish Fish' to embed this concept.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 2	Autumn 2	<p>Whizz Bang Pop</p> <p>How can we keep ourselves safe?</p> <p>Stay safe week:</p> <ul style="list-style-type: none"> • Anti-bullying • E-safety • NSPCC PANTS rule <p>Road safety - rules for crossing the road.</p> <p>Age restrictions and asking for permission.</p> <p>Explore the feeling safe. Use story 'Harry's Home' to embed this concept.</p> <p>Explore the feeling angry. Use story 'Angry Arthur' to embed this concept.</p> <p>Explore the feeling afraid. - Use story 'The Bear Under the Stairs' to embed this concept.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 2	Spring 1	<p><u>Long, Long Ago</u></p> <p>Recognising how we feel.</p> <p>What makes us happy? What do we enjoy doing?</p> <p>What are manners and how should we use them?</p> <p>Explore the feeling <u>embarrassed</u>. Use Story '<i>The Emperor's New Clothes</i>' to embed this concept.</p> <p>Explore the feeling <u>shy</u>. Use story '<i>Shy Charles</i>' to embed this concept.</p> <p>Explore the feeling <u>furious</u>. Use story '<i>Bear Snores On</i>' to embed this concept.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 2	Spring 2	<p><u>Seeds, Leaves and Sunshine</u></p> <p>Forming positive relationships.</p> <p>What makes a good friend? The importance of friendships. Creating a friendship hand.</p> <p>What is a family? How families are all different. Read <i>'The Family Book'</i>.</p> <p>People within our community and their roles.</p> <p>Groups we belong to.</p> <p>How to work together - group and team games.</p> <p>Explore the feeling <u>lonely</u>. Use story <i>'Aldo'</i> to embed this concept.</p> <p>Explore the feeling <u>comfortable</u>. Use story <i>'Goldilocks and the Three Bears'</i> to embed this concept.</p> <p>Explore the feeling <u>curious</u>. Use story <i>'Just</i></p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 2	Summer 1	<p>Animal Antics</p> <p>What can we do to look after our environment?</p> <p>Earth Day - how to look after our environment. Reduce, reuse and recycle. Class recycling campaign.</p> <p>Caring for living things.</p> <p>Giving and sharing our opinions. Listening to the opinions of others. Story - Two Monsters.</p> <p>Explore the feeling frustrated. Use story '<i>Where the Wild Things Are</i>' to embed this concept.</p> <p>Explore the feeling ashamed. Use story '<i>Willy the Champ</i>' to embed this concept.</p> <p>Explore the feeling proud. Use story '<i>The Rainbow Fish</i>' to embed this concept.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 2	Summer 2	<p><u>To Infinity and Beyond</u></p> <p>Electrical safety. How to keep ourselves safe using appliances. Create an electrical safety poster.</p> <p>How to stay safe in our homes.</p> <p>Transition to Year 3 and moving to a new school.</p> <p>Explore the feeling <u>hopeful</u>. Use story 'The Velveteen Rabbit' to embed this concept.</p> <p>Explore the feeling <u>disappointed</u>. Use story 'Alexander, Who Used to Be Rich Last Sunday' to embed this concept.</p>

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of safe and happy family life, such as: commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care • That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up • That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	<ul style="list-style-type: none"> • The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults • How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration • That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs • The practical steps they can take in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs. • 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 • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • 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, including where pictures or words might be circulated • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example • About the concept of privacy and the implications of it for both children and adults, including that it's 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) including those they do/don't know • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so • Where to get advice, for example from their family, school and/or other sources

