

RSHE Policy

Manorfield Infant and Nursery School



Approved by: School Governing Board

Ratified: January 2026

Last reviewed: December 2025

Next review due by: December 2026

Reviewed by: Headteacher

1. Aims

The aims of relationships education at our school are to:

- Provide a framework in which sensitive discussions can take place
- Help learners develop feelings of self-respect, confidence and empathy
- Create a positive culture around relationships

2. Statutory requirements

As a primary academy school we must provide relationships education to all learners as per section 34 of the Children and Social work act 2017.

We do not have to follow the National Curriculum but we are expected to offer all learners a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching Relationships Education, we are 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.

Schools have a responsibility to consider the need to foster good relations across all protected characteristics as defined in the Equality Act 2010: Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion or belief, Sex and Sexual orientation.

Promoting good relations between people and groups of all kinds is inherent in many things we do at

Manorfield, for example: in assemblies, on school trips, during sporting events and twinning activities.

At Manorfield School we teach Relationship Education as set out in this policy.

3. Policy Development

The consultation and policy development process involved the following steps:

1. Review – a working group of staff members gathered all relevant information including national and local guidance
2. Staff consultation – school staff were given the opportunity to make recommendations
3. Our School Governing Body working group had the opportunity to make recommendations
4. Parents and carers were invited to view the policy to support their understanding of the content of the curriculum and were invited to comment
5. Ratification – following the consultation with stakeholders, amendments were made and the policy was shared with the full School Governing Body and ratified

4. Definition- Relationship Education is about the emotional, social and cultural development of learners, and involves learning about relationships, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information, and exploring issues and values.

5. Delivery of Relationship Education

At Manorfield, Relationship Education is taught within our wider Personal, Social, Health and Economic Education (PSHE) education.

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 relationships
- Being safe
- Online safety

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/carers, 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).

Our PSHE curriculum is centred around the Jigsaw PSHE programme.

“The Jigsaw Approach has mindfulness underpinning it. As well as teaching information and skills to empower

children to learn now, and improve their life-chances later, it also helps them to learn personal awareness. This enables them to observe their own thoughts and feelings, regulate them and make conscious decisions about their learning, behaviour and lives. Jigsaw brings together PSHE education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied, mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach with all year groups working on the same theme at the same time.”

The scheme covers the following themes: Being Me in My World; Celebrating Difference; Dreams and Goals; Healthy Me; Relationships and Changing Me unit.

At Manorfield we only teach part of the Changing Me Unit. (For details please refer to the Curriculum Map, Appendix 1). We may adapt these units as the teachers see fit depending on the needs of the cohort, taking into account the age, needs and feelings of learners. If learners ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that children are informed and do not seek answers from another source, for example, online.

Relationships and Health Education is also an integral part of Spiritual, Moral, Social and Cultural (SMSC) development which is the overarching umbrella that encompasses personal development across the whole curriculum and includes assemblies, events, British Values. SMSC is at the heart of school development. It requires us to think about the kind of people we aspire to be, the kind of world we aspire to create, and the kind of education we aspire to provide.

In addition to this policy, parents/carers will receive information about the content that will be included in these sessions in the Parent Curriculum Sheet every half term prior to the content being taught. This will enable parents/carers to support their children at home.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Roles and responsibilities

6.1 The School Governing Body

The School Governing Body reviews this policy alongside teaching staff.

The School Governing Body approves the Relationship Education Policy, and holds the Headteacher to account for its implementation.

6.2 The Headteacher

The Headteacher is responsible for ensuring that Relationship Education is taught consistently across the school.

6.3 Staff

Staff are responsible for:

- Knowing and acting in accordance with the RHE policy
- Reflecting the law (including the Equality Act 2010) as it applies to sex and relationships.
- Delivering Relationship and Health Education in a sensitive way
- Ensuring information about the unit being taught is given on the Parent Curriculum Sheet every half term
- Modelling positive attitudes to relationships
- Monitoring progress
- Responding to the needs of individual learners
- Working with the SENDCO to identify and respond to the needs of learners with SEND.
- Reporting any concerns about RHE teaching to the lead teacher and/or senior leader.
- Reporting any safeguarding concerns or learner disclosures to the DSL (in line with school safeguarding policy).

Staff do not have the right to opt out of teaching Relationships and Health Education. Staff who have concerns are encouraged to discuss this with the Headteacher.

6.4 Learners

Learners are expected to engage fully in Relationships and Health Education and, when discussing issues related to relationships, treat others with respect and sensitivity.

7. Parents' and Carers' right to withdraw

Parents/carers do not have the right to withdraw their children from Relationships and Health Education.

8. Monitoring arrangements

The delivery of Relationships and Health Education is monitored by the Headteacher and PSHE coordinator through:

- Professional dialogue with teachers
- Child interviews
- Lesson observations

Learners' development in Relationships and Health Education is monitored by class teachers within our internal assessment system.

This policy will be reviewed by the Headteacher and Governors annually. At every review, the policy will be approved by the School Governing Body.

	Being me in my world Autumn 1	Celebrating difference Autumn 2	Dreams and goals Spring 1	Healthy me Spring 2	Relationships Summer 1	Changing me Summer 2
Reception	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Year 1	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	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 Linking growing and learning Coping with change Transition NSPCC PANTS
Year 2	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices	Recognising feelings Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success Motivation	Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	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 Assertiveness Preparing for transition NSPCC PANTS

As a school we do not teach the sex aspect of relationships and sex education. We do not teach the anatomical name for genitals (this would be taught in Year 1 and Year 2 Summer term 2 using Jigsaw), instead we replace this lesson with NSPCC pants <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>