

Kilburn Infant & Nursery School

RELATIONSHIPS AND SEX EDUCATION (RSE) & HEALTH EDUCATION

What is RSE?

'Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right.' (Section 80A of the Education Act 2002)

DfE: Relationships and Sex Education (RSE) and Health Education July 2025

What are the aims of RSE provision in our school?

At Kilburn Infant & Nursery School (KINS) we aim to equip pupils with the knowledge, understanding and confidence to build healthy, respectful and safe relationships. Our RSE & Health Education Policy aligns to our school ethos to, 'teach safe, healthy lifestyles and promote mental health and wellbeing'.

What are the guiding principles for teaching RSE?

1. Engagement with pupils
2. Engagement and transparency with parents
3. Positivity
4. Careful sequencing
5. Relevant and responsive
6. Skilled delivery of participative education
7. Whole school approach

How do we teach RSE and Health Education?

We teach RSHE through a broad and balanced curriculum, through lessons, learning and activities including Science and P.E./Sports and Online Safety, and specifically through the Derbyshire '**Personal, Social, Health Education**' Scheme 'PSHE Matters', which is age and stage appropriate, sequenced, progressive and builds on previous learning.

What is our Curriculum Content?

- ✓ **Relationships Education** – skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe. Children will be taught how to manage difficult feelings in friendships like disappointment or anger. Children will also learn how to recognize and report risks and abuse, including online, focusing on boundaries, privacy, and their rights over their own bodies and personal information.

The learning themes will be:

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

- ✓ **Sex Education (Primary)** – sex education is not compulsory in primary schools but is recommended to be taught in Year 5/6. At KINS we teach age-appropriate content through the Local Authority 'PSHE Units of Work' (see below) which includes life cycles of animals, changes/growth in human bodies from young to old, correct names for body parts, and the NSPCC 'PANTS' campaign.

- ✓ **Health and wellbeing** – to enable pupils to make good decisions about their health and wellbeing, to understand the links between physical and mental health, to recognise when things are not right in their own health or the health of others and to seek support when needed. Pupils will be taught about the benefits and importance of physical activity, good nutrition and sufficient sleep and the benefits physical activity and time spent outdoors.

The learning themes will be:

- General wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal safety
- Basic first aid
- Developing bodies

What are our Units of Work?

(Summer 2026 – we are awaiting new/updated units from Derbyshire LA to match with the new 2025 DfE guidance)

Nursery

Autumn Term 1	Relationships	- Encouraging positive and safe relationships - Encouraging positive friendships through enabling nursery environment - Discussing who is in their family
Autumn Term 2	Difference and diversity	- Role play that reflects different ethnicities and cultures - Celebrate different cultures and faiths - Learning simple Makaton signs
Spring Term 3	Being safe	- What helps us stay safe (link to school rules) - Role play- outdoor road crossing - Role play – emergency services
Spring Term 4	Changes	- Story- The house in Mummy's tummy - Looking at the seasonal changes - Planting seeds and observing changes
Summer Term 5	Drug Education	- Doctors role play area- discuss medicines and how to be safe - Safe in the sun. Safe use of sun cream - Understanding what is safe to eat and drink
Summer Term 6	Growing up	- Lifecycles of tadpoles and chicks - Role play baby clinic - Grandparents day – talk about young and old

Reception

Autumn Term 1	Exploring Emotions	- Exploring a range of different emotions - Recognising how they feel - How feelings can affect others
Autumn Term 2	Being Me	- Recognising things they like/dislike - Discussing their ideas and listening to the thoughts and ideas of others - Persevering and challenging themselves with activities
Spring Term 3	Bullying Matters	- Understanding of how own actions affect others - Recognising similarities and differences in themselves and others and that they are all unique
Spring Term 4	Being Responsible	- Showing care and concern for others - Showing respect and following rules
Summer Term 5	Being Healthy	- Recognising ways of keeping healthy - Managing own basic hygiene needs
Summer Term 6	Money Matters	- Basic understanding of what we need money for - What money looks like

Year One

Autumn Term 1	Being Me	- Belonging to different communities & groups – school & family - Ways in which we are all unique - What we have in common with everyone else - Offering support to others
Autumn Term 2	Relationships	- Recognising our behaviour can affect others - Recognising fair + unfair; kind + unkind; right + wrong - Co-operation – listening, playing, working together - Support & feedback to others - Special people – family, friends, carers
Spring Term 3	Changes	- What does change mean? - Loss & change and associated feelings

		• Changes of growing from young to old • Managing change positively • Identifying strategies & where to go for help
Spring Term 4	Exploring Emotion	• Recognising range of feelings in ourselves + other people • How to show feelings & how to respond • How our behaviour can affect others • Communicating feelings to others • Simple strategies for managing feelings • Using words to describe a range of feelings
Summer Term 5	Being Healthy	• What does a healthy lifestyle mean? • What are the benefits of a healthy lifestyle? • Ways of keeping healthy • Likes & dislikes • Good + not good consequences of choices • Setting simple goals • Importance of personal hygiene • Simple skills to prevent diseases spreading
Summer Term 6	Growing Up	• Process of growing young to old • Growing + changing and becoming independent • Correct names for main parts of the body (including genitalia) • Who to ask for help and how • Ways of keeping safe and not keeping secrets • Privacy in different contexts • Respecting the needs of ourselves & other people • Identifying similarities & differences • What physical contact is acceptable? • Everybody is unique

Year Two

Autumn Term 1	Being Safe	• Household products that are hazards • Rules for ways of keeping safe • Knowing who to go to if they are worried • Responsibility for keeping themselves and others safe • Privacy – rights of themselves and others • Why rules are important for keeping us safe • Identifying who works in the community & how to ask for help
Autumn Term 2	Bullying Matters	• What behaviour can affect others • Listening to others & working cooperatively • Identifying that people's bodies can be hurt • Recognising when people are being unkind to them & others – what to do • Identifying types of teasing & bullying – knowing these are unacceptable • Strategies to resist teasing or bullying if experienced or witnessed
Spring Term 3	Drug Education	• Physical, mental & emotional health • How to make informed choices • Understanding role of drugs as medicines • Identifying alternatives to taking medicines • Medicines can be harmful if not taken properly • Rules for ways of keeping safe • Shared responsibility for keeping themselves & others safe
Spring Term 4	Money Matters	• What money looks like • How money is obtained • Ways money can be used • How to keep money safe & what influences choices
Summer Term 5	Being Responsible	• Contributing to life of classroom and school • Construct & explore importance of rules • Understand everyone has rights and responsibilities • What improves & harms environments • What is right + wrong; kind + unkind; fair + unfair
Summer Term 6	Difference & Diversity	• Belonging to different groups • Ways in which we are unique • Sharing opinions on things that matter using discussions • Identifying & respecting differences + similarities between people

Teaching Methods and Resources

Teaching and lessons/activities for RSHE will be led by teachers and Teaching Assistants, using active learning which involve children's full participation, within normal classroom provision of mixed-sex classes.

Teachers/TAs are careful to ensure that their personal beliefs and attitudes do not influence the teaching of RSHE.

Staff help children to develop the confidence to talk, listen and think about RSHE through the use of the following strategies:

- Role play and drama
- Class discussion
- Group discussion
- Circle time
- Reflection time
- Written work

Answering Difficult Questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. Teachers/TAs should not be drawn into providing more information than is appropriate to the age of the child. If a teacher/TA is concerned that a pupil is at risk of sexual abuse a Designated Safeguarding Lead should be informed - Mrs Baillie (DSL), Mrs Swinfield (DDSL) or Miss Jesson (DDDSL) and the usual child protection reporting procedures followed.

Working with Parents

Kilburn Infant & Nursery School is committed to working with parents. A copy of KINS draft 'RSHE' policy was sent out to parents/carers in June 2026 for consultation. Views and suggestions were gathered to support the finalising of the policy for September 2026.

Parents/carers are able to view all curriculum materials used to teach RSHE on request.

Equal Opportunities

All teaching and non-teaching staff at our school are responsible for ensuring that all pupils irrespective of gender, differing faiths or none, ability, ethnicity and social circumstances, have access to the whole curriculum and opportunities to make the greatest progress possible in all areas of the curriculum whilst in our school. Care is particularly taken to ensure that we promote positive gender stereotypes,

We also recognise the importance of respecting the diverse family circumstances that exist within our school community and we teach pupils about healthy, loving relationships, including same-sex parents along with other family arrangements and seek out resources to reflect these, for example, single parent families, same sex families, disabled parents etc. Pupils are encouraged to consider how to express their view while remaining respectful of the opinions of others - bullying or disrespectful language or behaviour is never appropriate.

Pupils with special educational needs and disabilities (SEND)

Teaching and resources will be adapted to ensure that pupils with SEND can access age/stage appropriate curriculum for RSHE. Pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues. RSHE can be particularly important for these pupils, particularly those with social, emotional and mental health needs or learning disabilities.

Links with additional school policies

All policies of Kilburn Infant & Nursery School are reviewed and adopted by the Governing Body on a three-year cycle. All policies are available to view on request to the Head teacher, and some policies are sent out annually to parents/carers.

Many policies, practices and procedures are inter-related, including:

Accessibility; Administering Medicines; Admissions; Anti-bullying; Arts; Allergy; Asthma; Assessment; Attendance; Behaviour Principles; Breast Ironing; British Values; CCTV; Charging; Child on Child abuse; Child Protection; Code of Conduct; Complaints; Confidential Reporting Code; Critical Incident Plan; Curriculum; Data Protection; Debt Management; Disciplinary Procedure for School Staff; Dinner Money; Disability; Drugs; Educational Visits; Exclusion; External Contributors; Extremism & Radicalisation; EYFS; First Aid; Financial Regulations; Financial Procedures; Food; Freedom of Information; Governors' Expenses; Grievance; Health & Safety; Homework; Home + School Agreements; Intimate/Personal Care; IT & Disaster Recovery; Lockdown Procedures; Looked After Children; Managing Allegations; No Smoking; Online Safety; Pay; PSHE; Physical Intervention; Promoting British Values; Protected Characteristics; Private Fostering; Recruitment; Redundancy; Relationships: Relationship, Sex & Health (RSHE); School Privacy Notice; School Travel Plan; SEN; SMSC; Statement of Internal Control; Stress Management; Supporting Pupils with Medical Conditions; Teacher Appraisal; Uniform & Appearance; Vexatious Complaints; Violence; Violent & Abusive Visitors; Zero Tolerance

Dissemination, Responsibility & Reviews

This policy will be reviewed annually by the Governing Board to include statutory curriculum changes and nationally determined priorities.

The RSHE Lead, Mrs Baillie, and the PSHE Lead (Miss Hudson) will keep up to date with developments in the subject by attending all relevant training, accessing literature and share information with colleagues

J. Baillie
Headteacher

Policy reviewed by Governors: **Summer 2026**