

OAKWOOD INFANT AND NURSERY SCHOOL

**Sex and Relationship Education
Policy**



Review Date	January 2026
Reviewed by	Lynda Lloyd and Katie Gallon
Version	5
Review Cycle	Annually
Next review due	January 2027

Signed :.....

Name :.....
on behalf of the Governing Body of Oakwood Infant and Nursery School

School Sex and Relationship Education Policy

This policy has been informed by the Relationship and Sex Education Guidance (DfEE 2000).

Description of School

Oakwood Infant and Nursery School is a large school for girls and boys age 3-7. Children come from a variety of families including: single, dual parent families, same sex parent families. There are also some children who have adoptive parents. There is a wide social mix and very varied family backgrounds. In each year group there are a number of children with special needs.

The policy will be reviewed annually in the light of government policy.

Introduction including Morals and Values Framework

At Oakwood Infant & Nursery School we believe that effective Sex and Relationship Education is essential for young people to make responsible and well-informed decisions about their lives.

The RSE programme is integrated into the PSHE curriculum within the school and is delivered such that it meets the National Healthy Schools Standard for this theme.

RSE incorporates 3 main elements:

- **Attitudes and Values**

- Learning the importance of values and individual conscience and moral considerations.

- Learning the value of family life, marriage and stable and loving relationships for the nurture of children.

- Learning the value of respect, love and care.

- Exploring, considering and understanding moral dilemmas.

- Developing critical thinking as part of decision making.

- **Personal and Social Skills**

- Learning to manage emotions and relationships confidently and sensitively.

- Developing self-respect and empathy for others.

- Learning to make choices based on an understanding of difference and with an absence of prejudice.

- Developing an appreciation of the consequence of choices made managing conflict.

- Learning how to avoid exploitation and abuse.

- **Knowledge and Understanding**

- Learning and understanding physical development at appropriate stages.

Aims and Objectives

RSE at Oakwood Infant and Nursery School contribute to the PSHE and Citizenship Curriculum by ensuring that all children:

- Develop confidence in talking, listening and thinking about feelings and relationships.
- Can protect themselves and ask for help and support.

Some elements of RSE will be delivered through the NC framework for Science aims and objectives. Objectives are also covered with PE lessons.

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Monitoring arrangements

Mrs Gallon, PSHE leader, monitors the delivery of RSE through:

- Monitoring the year group planning
- Samples of work
- Staff meeting collaborations

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

National Curriculum Science

Key Stage 1

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- explore and compare the differences between things that are living, dead, and things that have never been alive
- observe and describe how seeds and bulbs grow into mature plants
- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Content and Delivery of RSE

At Oakwood Infant and Nursery School, the delivery of RSE is covered throughout the year in different forms (see below). In classes, children are taught through the scheme 'Jigsaw'. See Appendix 1 for the themes that Jigsaw covers throughout the year.

Developing confidence in talking, listening and thinking about feelings and relationships is taught throughout the year as an ongoing element of the PSHE and Citizenship curriculum.

RSE will be taught in the context of positive relationships. Different themes and topics are covered throughout the year in a variety of different forms through:

- Assembly themes
- Story times
- Growth and development in science

Topics covered in relationship and sex education:

- Understanding emotions – what makes us feel happy, sad etc
- Belonging and being part of a community
- Similarities and differences between myself and my friends
- Different types of families / being unique
- Friendships – caring for one another, playing and working cooperatively
- Dealing with changes as we grow
- Looking after living things
- Life processes and features of living things
- People in my life and their roles/how they look after me
- Caring for myself – hygiene, looking after our teeth, road safety, e-safety
- Expressing opinions and learning how to stand up for myself
- Different body parts, senses and offspring

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Staff

All teaching staff are responsible for:

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

Confidentiality

Those members of staff concerned should maintain confidentiality and issues should not be discussed with other staff or adults unless the need arises, for the child's safety and security. Staff should not offer or guarantee pupils unconditional confidentiality and must follow school procedures for reporting their concerns in the event that a child makes a disclosure to them.

Equal opportunities and SEND

Oakwood Infant & Nursery School is committed to working towards equality of opportunity in all aspects of school life and to reassuring pupils they are valuable and worthy individuals. Children with additional educational needs will not be withdrawn from SRE but will be given support at an age appropriate level

Parents' right to withdraw

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

The Department for Education has made changes to Relationships and Sex Education, which came into effect from September 2020, and all schools are required to comply with the updated requirements. The statutory guidance can be found online at:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

The new guidance focuses on healthy relationships and keeping children safe in the modern world. It also covers a wide range of topics relating to physical and mental health, wellbeing, safeguarding and healthy relationships.

Resources

The range of material used will be available for review on request to the PSHE Co-coordinator.

Reviewing of the policy

The Head teacher and the PSHE coordinator will review the RSE policy on an annual basis ensuring that it is kept up to date and in line with current Government guidelines.

Child Sexual Abuse

The school has a Child Protection Policy and Procedure, which is available on request.

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Appendix 1



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	<ul style="list-style-type: none"> Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities 	<ul style="list-style-type: none"> Identifying talents Being special Families Where we live Making friends Standing up for yourself 	<ul style="list-style-type: none"> Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals 	<ul style="list-style-type: none"> Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety 	<ul style="list-style-type: none"> Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend 	<ul style="list-style-type: none"> Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	<ul style="list-style-type: none"> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter 	<ul style="list-style-type: none"> Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	<ul style="list-style-type: none"> Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings 	<ul style="list-style-type: none"> Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends 	<ul style="list-style-type: none"> Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success 	<ul style="list-style-type: none"> Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food 	<ul style="list-style-type: none"> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships 	<ul style="list-style-type: none"> Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition

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