



## DOGSTHORPE INFANT SCHOOL

# Relationships Education Policy

**Ratified by: Standards Committee**

**Date: 23<sup>rd</sup> March 2026**

**Minute: 10**

**Review Date: Every 2 years**

Welcome to our school family where children are...

-  inspired to dream and develop the building blocks to be independent, confident and inquisitive life-long learners.
-  nurtured, valued and individual differences are respected in an exciting, learning community where everyone belongs.
-  little stars who deserve to shine.

### **Policy Overview.**

<b>What is the policy for?</b>	This policy is for all members of the Dogsthorpe Infant School family to ensure that there is a clear and consistent understanding of the teaching of RSE.
<b>Who has devised and contributed to this policy?</b>	This policy is informed by the Cambridgeshire PSHE Service model policy and tailored for Dogsthorpe Infant School. It was developed collaboratively by the PSHE Subject Leader, the Headteacher and the Governing Body. Kapow Primary is used as the school's principal resource for teaching Relationships Education.
<b>How will this policy be communicated?</b>	The policy is available on the school website, My Concern and a copy is available from the school office.
<b>How will this policy be monitored?</b>	This will be monitored by the SLT and Governors.
<b>Which other policies are linked to this policy?</b>	Curriculum Assessment PSHCE EYFS All Safeguarding policies

## **1 Relationships Education Policy**

### **1.1 Context**

At Dogsthorpe Infant School, we believe that children learn best when they feel safe, valued and respected. Relationships Education helps children understand how to get along with others, how to recognise their feelings, and how to keep themselves safe.

Our curriculum is designed to help pupils:

- Build and maintain positive, enjoyable, respectful, relationships
- Understand themselves and others in school and the wider community
- Explore rights, responsibilities, choices, risks and attitudes
- Keep themselves and others safe—physically and emotionally, on and offline
- Express and explore their own attitudes and those of others respectfully

Relationships Education directly supports our values to SHINE: Succeed, Happiness, Independence, Nurture, Enthusiasm

### **1.2 Aims of Relationship Education**

We aim to:

- Provide a safe framework for sensitive discussions
- Develop understanding of a variety of families and why they are central to children's wellbeing
- Foster respectful, caring relationships based on kindness, reciprocity and trust
- Build self-respect, confidence and empathy
- Teach accurate vocabulary to describe bodies and feelings in a safety and health context
- Promote health and hygiene
- Build confidence to seek advice and support for themselves and others
- Help pupils to stay safe
- Ensure the curriculum keeps pace with children's lives in modern Britain and supports positive contribution to the community

## **2. Implementing Our Policy**

### **2.1 Statutory requirements**

Relationships Education is statutory for all primary-aged pupils under the *Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019*. Dogsthorpe Infant School provides Relationships Education in line with section 34 of the Children and Social Work Act 2017 and has regard to guidance issued by the Secretary of State (Education Act 1996, s.403) and relevant equality legislation. Relationships Education is delivered primarily through PSHE, using Kapow Primary to ensure a clear, age-appropriate progression.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the [Education Act 1996](#)
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the [Equality Act 2010](#))
- RSE updates specific to KS1 [Keeping Children Safe in Education 2025](#)
- From September 2026, schools will be expected to implement the updated [Relationships Education and Health Education statutory guidance](#).

At Dogsthorpe Infant School:

- Relationships Education is compulsory
- Health Education is compulsory
- Sex education is not taught beyond the statutory Science Curriculum

Parents cannot withdraw children from statutory Relationships Education, Health Education, or National Curriculum Science.

## **2.2 Safeguarding**

High-quality Relationships Education is a key part of safeguarding. It enables pupils to:

- Recognise mutual, consensual and reciprocated relationships
- Understand and challenge bullying and unkind behaviour
- Know that some parts of the body are private, that their body belongs to them, and how to tell a trusted adult
- Distinguish between secrets and surprises, and speak up if something feels unsafe

All staff follow the school's Safeguarding and Child Protection Policy. Any concerns or disclosures are passed immediately to the Designated Safeguarding Lead (DSL).

## **2.3 Equality**

We promote inclusion, respect and empathy for all. Therefore, teaching:

- Reflects diverse families and life experiences so every child sees themselves represented
- Explains relevant aspects of law (e.g., respect, online behaviour) in age-appropriate ways
- Shares different cultural or religious views about family and relationships without seeking consensus
- Encourages respect; challenges abusive or exploitative behaviour
- Teaches in mixed-gender groups where appropriate so all pupils can access the same information

## **2.4 Inclusion**

In relation to those with special educational needs or disability, we ensure our Relationships Education programme provides for those with additional needs. We recognise that those with SEND are often more vulnerable to harassment and abuse and that we need to ensure that children are supported to develop appropriate strategies and attitudes to keep themselves safer.

We consider:

- Pupils' vulnerability to coercion/abuse and past experiences
- The need to practice appropriate behaviour, build self-esteem and positive body image
- Clear sources of support and consistent staff approaches
- The management of personal care where relevant

During lessons, pupils should feel safe, supported and able to engage with key messages.

## **2.5 Policy development process**

1. The Head Teacher and PSHE Subject Lead review the policy alongside relevant local and national guidance
2. All staff have an opportunity to review and comment.
3. Parents and stakeholders are invited to view the policy, and an opportunity is given to share feedback.
4. Governors approve the final policy.

### **3. Involving the Whole School Community**

#### **3.1 Roles and responsibilities**

##### **Governing Body**

- Approves the policy and holds the Head Teacher to account for implementation
- Ensures the policy reflects community needs and is reviewed every two years
- Nominates a link governor for PSHE (including Relationships Education)
- Checks that provision is well led, planned, inclusive and resourced, and that pupils make measurable progress

##### **Headteacher**

Ensures Relationships Education is taught consistently and effectively across the school.

##### **Staff**

- Deliver lessons sensitively and inclusively
- Model positive attitudes
- Monitor progress and respond to individual needs
- Seek guidance from the PSHE Lead/DSL where needed

##### **Pupils**

Engage fully and treat others with respect and sensitivity.

##### **Communicating with parents:**

We work in partnership with parents/carers by:

- Sharing the curriculum overview on the website
- Informing parents via newsletter/leaflet of upcoming topics (e.g., Personal Safety, Anti-Bullying)
- Offering opportunities to learn about our approach
- Providing supportive information and signposting to further help

#### **3.2 Parents' right to withdraw**

There is no right to withdraw from Relationships Education or from National Curriculum Science. We encourage any parent with concerns to contact the Headteacher; we are happy to explain lesson content and context.

#### **3.3 Working with external agencies**

Visitors can enhance but never replace our planned curriculum. We:

- Ensure content and materials are appropriate and uphold fundamental British values
- Keep the care of pupils the school's responsibility at all times
- Follow safeguarding protocols (e.g., DBS, staff presence in lessons)
- Plan visits with the PSHE Subject Leader and brief visitors on this policy
- Monitor and evaluate visitor contributions

### **4. Curriculum**

#### **4.1 Curriculum Implementation**

Relationships Education is taught through a carefully planned and progressive curriculum, supported by an approved scheme of work (Kapow Primary).

Teaching:

- Reflects Dogsthorpe Infant School values
- Is age-appropriate and inclusive
- Encourages discussion, reflection and empathy
- Supports children to apply learning in real-life situations

At Dogsthorpe Infant School, Relationships Education focuses on the building blocks of positive relationships, including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Being safe (including online safety)

**EYFS:** Self-Regulation, Building Relationships, Managing Self

**KS1:** Families and Relationships; Safety and the Changing Body (privacy, boundaries, correct vocabulary for body parts in a safeguarding context)

Our PSHE structure integrates Relationships Education with Health and Wellbeing and, Citizenship through lessons, circle time, Shine Time, enrichment days and health weeks.

**Important:** We do not teach Sex Education at Dogsthorpe Infant School. Any references to the body are solely to support safety, privacy, health and safeguarding (e.g., correct names for private body parts taught to help children speak up and stay safe).

Pupils are taught to:

- Recognise that families may be different, but all provide love and care
- Build positive friendships based on kindness and cooperation
- Use respectful language and behaviour
- Identify and manage feelings and emotions
- Understand personal space, boundaries and consent
- Know who their trusted adults are and how to ask for help

In Year 1 pupils are taught:

- Acceptable and unacceptable physical contact.
- The differences between boys' and girls' bodies.
- Scientific names for body part.
- Boundaries, respectful relationships, permission seeking and giving in relationships and reporting concerns in line with the Relationships and sex education and Health Education guidance.

In Year 2 pupils are taught:

- About 'boys' and girls' bodies.
- Scientific names for body parts.
- Understand that private parts are private.

### **Specific vocabulary and puberty guidance**

Pupils will learn the correct names for body parts (including penis, vulva, vagina, testicles, nipples, scrotum).

### **Science Curriculum**

We do not teach Sex Education beyond the Science Curriculum. Year 1 & Year 2 will learn that human babies grow inside their mothers and that adult animals produce offspring like themselves, e.g. cats have kittens, cows have calves etc.)

This content is statutory and separate from Relationships Education.

## **4.2 Access to materials**

Curriculum materials are available to parents on request and key overviews are published on the school website.

### **4.3 Where and how Relationships Education is taught**

Relationships Education is delivered mainly through PSHE. Linked themes also appear in Science, RE, Computing (online safety) and in English texts that explore friendships and families. The wider school ethos reinforces expectations for how we treat each other. All content is age-appropriate and responsive to pupils' needs.

### **4.4 Teaching approaches**

We use interactive approaches that build communication, empathy, cooperation and problem-solving (e.g., discussion, group work, stories, role-play). Ground rules are established to ensure:

- Respectful, appropriate language
- No pressure to ask/answer personal questions
- How to check facts and where to get help

We use distancing techniques (e.g., fiction, puppets, videos, and scenarios) to keep discussions safe and depersonalised.

### **4.5 Resources**

We avoid a "resource-led" approach. All resources are:

- Matched to our planned learning objectives
- Age-appropriate, up-to-date and inclusive
- Free from unfair bias and stereotyping; reflect diverse families
- Produced by reputable sources and promote active learning

We use quality children's books (fiction/non-fiction) to support learning, selected with care for class context.

### **4.6 Safe and effective practice**

Confidentiality:

- Staff cannot offer absolute confidentiality
- We act in the best interests of children and share information if there is a risk of harm
- Children are told when information must be shared and are offered appropriate support

Answering questions:

- Whole-class answers are kept within the planned curriculum for the age group
- Questions beyond the curriculum are answered sensitively to the individual who asked, or signposted for discussion at another time
- Staff avoid sharing personal information and refer concerns to the DSL

### **4.7 Assessment, recording, reporting**

- Learning objectives are shared and revisited; pupils reflect on their progress
- Evidence is recorded in Topic books and on Seesaw, with end-of-unit quizzes
- Subject leaders monitor coverage and progression
- We report on PSHE (including Relationships Education) to parents annually

### **4.8 Training**

Staff receive ongoing support for teaching Relationships Education through Kapow Primary guidance and the school's CPD calendar. Additional training or support is arranged as needed.

### **4.9 Monitoring arrangements**

Provision is monitored through curriculum scrutiny, learning walks, pupil voice and assessment information. Findings are shared with senior leaders and governors to inform improvement.

## 5. Anti-Bullying, Friends & Family

### 5.1 Our Aims for Anti-bullying and Friends and Family

Beyond planned lessons, pupils learn relationship skills through everyday school life. We aim to ensure that children:

- Develop and sustain healthy friendships
- Apply mutuality, equality, respect and loyalty across relationships
- Use empathy, communication and emotional literacy to support wellbeing
- Understand and respect different family structures, lifestyles, religions and cultures
- Seek support and support others when relationships are difficult

### 5.2 School context

Our culture is strengthened by Anti-Bullying units, friendship days/weeks and Shine Time themes. Interventions (e.g., Child Wellbeing Champion, targeted circle times) support pupils who need additional help. Related policies include Safeguarding, Behaviour, Anti-Bullying and Acceptable Use.

## 6. Review

Monitoring, review and evaluation of this policy are led by the PSHE Subject Leader and Headteacher. The Governing Body receives information on effectiveness as part of the two year review (or earlier if needed).

Please see the PSHE Long-Term Plan for detailed curriculum content, resources and progression.

**Year 1 & 2 Relationships & Health Education**

Topic	Key Points	Statutory Status
<b>Families</b>	<ul style="list-style-type: none"><li>• Families and people who care for me</li><li>• Different types of families</li></ul>	statutory
<b>Friends</b>	<ul style="list-style-type: none"><li>• Caring friendships</li><li>• Resolving disagreements</li><li>• Being kind &amp; respectful</li></ul>	statutory
<b>Safety &amp; Private Parts</b>	<ul style="list-style-type: none"><li>• Personal boundaries &amp; privacy</li><li>• Private parts are private (correct names taught for safety)</li><li>• Staying safe at home, school, online</li></ul>	statutory, safeguarding
<b>Health &amp; Wellbeing</b>	<ul style="list-style-type: none"><li>• Hygiene &amp; dental care</li><li>• Healthy eating &amp; sleep</li><li>• Exercise &amp; mental wellbeing</li></ul>	statutory
<b>Science</b>	<ul style="list-style-type: none"><li>• How living things grow and change</li><li>• Basic human body awareness</li></ul>	statutory

**Non-statutory PSHE:** citizenship, money, jobs, skills.  
**Not taught in Years 1–2:** sex education, puberty, reproduction.

**All lessons are age-appropriate, safe, and statutory.**