Dropmore Infant School

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Chair of Governors:	**Mrs Charlotte Hemmings**
Policy No:	**016**
Policy Title:	**Relationships Education & RSHE Policy**
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School Ethos

At Dropmore Infant School, we are committed to providing a holistic education that develops the whole child and supports children's academic, personal, social, emotional and cultural development. Relationships Education and Health Education form an important part of our Personal, Social, Health and Economic (PSHE) curriculum and contribute significantly to children's wellbeing, safeguarding and preparation for life in modern Britain.

We recognise that children are growing up in a rapidly changing world. Our curriculum aims to equip pupils with the knowledge, language, skills and confidence needed to develop positive and respectful relationships, understand personal boundaries, stay safe both online and offline, celebrate diversity and know where to seek help if they are worried or feel unsafe.

As a small infant school serving children aged 4 to 8 years, our focus is on developing secure foundations for healthy relationships, personal safety, emotional wellbeing, kindness, respect and inclusion.

Aims of this Policy

This policy aims to:

- Provide information to staff, parents, carers, governors and other stakeholders regarding the organisation, content and delivery of Relationships Education and Health Education.
- Explain how statutory requirements are met.
- Outline how the curriculum supports pupils' personal development and safeguarding.
- Ensure Relationships Education is taught in an age-appropriate, inclusive and accessible manner.
- Promote effective partnership working between school and home.
- Demonstrate the school's commitment to equality, inclusion and safeguarding.

Legal Framework

This policy has regard to:

- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- The Children and Social Work Act 2017.
- The Relationships, Sex and Health Education Statutory Guidance (DfE, September 2026).
- Keeping Children Safe in Education (current version).
- Working Together to Safeguard Children (current version).
- The Equality Act 2010.
- The Online Safety Act 2023.
- The SEND Code of Practice.
- Buckinghamshire safeguarding procedures and guidance.

The school fulfils its statutory responsibilities by providing Relationships Education and Health Education and ensuring any safeguarding concerns arising from teaching are addressed in accordance with the school's Child Protection and Safeguarding Policy.

Policy Development

This policy has been developed through consultation with:

- School staff.
- Governors.
- Parents and carers.
- Pupils through age-appropriate pupil voice activities.

The policy is reviewed annually or sooner should statutory requirements change.

This policy should be read alongside:

- PSHE Policy
- Child Protection and Safeguarding Policy
- Child on Child abuse policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy
- Equality Policy
- SEND Policy

Definition of Relationships Education

Relationships Education is delivered through the PSHE curriculum and wellbeing activities and provides pupils with the building blocks required to develop safe, healthy and positive relationships throughout their lives.

Relationships Education enables children to learn:

- What healthy relationships look like.
- The importance of kindness, respect and empathy.
- How to be a good friend.
- How families provide love, care and security.
- How to recognise and manage feelings.
- The importance of including and respecting others.
- How to stay safe online and offline.
- How to recognise unsafe situations.
- How to seek help and support from trusted adults.
- How to recognise bullying, prejudice and discrimination.
- How to understand and respect personal boundaries.

Safeguarding Through Relationships Education

Relationships Education makes a significant contribution to our safeguarding curriculum.

Through age-appropriate learning, pupils are taught:

- That their body belongs to them.
- That they have the right to feel safe.
- The difference between safe and unsafe situations.
- The difference between surprises and secrets.
- Appropriate and inappropriate touch.
- How to recognise trusted adults.
- How to ask for help.
- How to report worries.
- How to stay safe online.
- How to respond if something makes them feel uncomfortable, worried or frightened.

Children are regularly reminded that there are always trusted adults available to help them.

Curriculum Intent

High-quality Relationships Education at Dropmore Infant School supports pupils to:

- Form and maintain positive relationships.
- Develop self-respect and self-confidence.
- Understand the importance of kindness and empathy.
- Build resilience and emotional literacy.
- Recognise what makes a healthy friendship.
- Understand that conflict can be resolved positively.
- Respect others and value diversity.
- Understand that families may look different but all families deserve respect and recognition.
- Challenge stereotypes and prejudice.
- Understand that interests, jobs and life choices are not limited by gender.
- Develop a sense of belonging within school and the wider community.
- Recognise bullying and know how to seek support.
- Understand personal boundaries and privacy.
- Develop confidence to speak to trusted adults about worries or concerns.
- Understand how to stay safe when using digital technology.

Curriculum Content

Relationships Education is delivered through the school's PSHE curriculum using the Kapow Primary programme together with additional safeguarding and wellbeing resources which include wellbeing assemblies and wellbeing sessions.

The curriculum reflects statutory requirements within the following areas:

Families and People Who Care for Me

Children learn:

- The importance of family.
- That families provide love, support and security.
- That families can be different from one another.
- To respect different family structures.

Caring Friendships

Children learn:

- How to develop friendships.
- The characteristics of good friends.
- Sharing, turn-taking and cooperation.
- Resolving disagreements appropriately.
- Showing kindness and empathy.

Respectful Relationships

Children learn:

- Respect for themselves and others.
- Good manners and courtesy.
- Inclusion and acceptance.
- Equality and fairness.
- Respecting differences between people.

Online Relationships

Children learn:

- That people online may not always be who they say they are.
- Never to share personal information without adult support.
- To tell an adult if they see anything worrying.
- Safe behaviours when using technology.
- The importance of asking for help when unsure.

Being Safe

Children learn:

- Body ownership.
- Privacy and personal boundaries.
- Appropriate and inappropriate touch.
- Trusted adults.

- Keeping themselves safe.
- Safety at home, school and in the community.
- Understanding secrets and surprises.
- How and when to ask for help.

Sex Education

Due to the age and developmental stage of pupils at Dropmore Infant School, the school does not teach a programme of non-statutory sex education.

Pupils are taught statutory Relationships Education and Health Education, including:

- Correct names for body parts.
- Personal hygiene.
- Privacy.
- Personal safety.
- Body boundaries.
- Growing and changing in age-appropriate contexts.

Any questions raised by children will be answered honestly, factually and appropriately for their age and understanding whilst remaining consistent with safeguarding responsibilities.

Health Education

As part of the wider PSHE curriculum, children will also learn about:

- Mental wellbeing.
- Feelings and emotions.
- Physical health.
- Healthy lifestyles.
- Personal hygiene.
- Healthy eating.
- Physical activity.
- Sleep.
- Keeping safe.
- Seeking support for physical and emotional wellbeing.

Inclusion and Equality

At Dropmore Infant School, we are committed to ensuring all children feel valued, respected and represented.

Relationships Education is delivered in a way that:

- Reflects the Equality Act 2010.
- Promotes dignity and respect for all.
- Challenges stereotypes and prejudice.
- Celebrates diversity.
- Supports inclusion and belonging.

- Encourages children to value differences between people.

All teaching materials are selected carefully to ensure they are age-appropriate, inclusive and representative of contemporary society.

SEND and Accessibility

We recognise that children learn in different ways and at different rates.

The curriculum will be adapted where necessary to ensure all pupils can access learning successfully. Adaptations may include:

- Modified resources.
- Additional adult support.
- Small-group teaching.
- Visual supports.
- Targeted pre-teaching or reinforcement.

Where appropriate, parents and carers will be informed and involved in supporting learning.

Managing Questions

Relationships Education is taught within a safe and supportive environment. Ground rules are established and revisited regularly to ensure discussions remain respectful and appropriate. Children are encouraged to ask questions and seek clarification. Some questions may be answered individually if they are not suitable for whole-class discussion. Staff will always provide answers that are:

- Age appropriate.
- Factually accurate.
- Sensitive.
- Consistent with safeguarding procedures.

Where appropriate, parents and carers may be informed to support learning at home.

Confidentiality and Safeguarding

Staff cannot offer unconditional confidentiality to pupils.

If a child discloses information that raises a safeguarding concern, staff will act in accordance with the school's safeguarding procedures and refer concerns to the Designated Safeguarding Lead as required.

Children are reminded that speaking to a trusted adult is the safest response if they are worried about themselves or someone else.

Emerging Technology and Artificial Intelligence

The school recognises that children may encounter digital technologies, including artificial intelligence, at an increasingly young age.

Through the wider safeguarding and online safety curriculum, children are taught:

- To seek support from trusted adults when using technology.
- That information found online may not always be accurate.
- To think critically about the information they encounter.
- To report anything online that causes concern.
- To use technology safely and responsibly.

Roles and Responsibilities

Governing Body

The Governing Body will:

- Approve this policy.
- Monitor compliance with statutory requirements.
- Hold leaders to account for effective implementation.

Headteachers

The Headteachers will:

- Ensure statutory requirements are met.
- Monitor curriculum implementation.
- Ensure staff receive appropriate support and training.

PSHE Lead

The PSHE Lead will:

- Lead curriculum development.
- Monitor teaching and learning.
- Support staff.
- Review and evaluate provision.

Staff

Teaching staff will:

- Deliver the curriculum effectively.
- Maintain a safe learning environment.
- Follow safeguarding procedures.
- Promote inclusion and respect.

Pupils

Pupils are expected to:

- Participate appropriately.
- Show respect towards others.
- Follow agreed class expectations.
- Seek support when needed.

Working with Parents and Carers

We believe parents and carers are children's first educators and value positive partnerships with families.

We will:

- Consult parents on this policy.
- Provide information about curriculum content.
- Inform parents when relevant units are being taught.
- Share information through meetings, newsletters and the school website.
- Respond openly to questions and concerns.
- Make curriculum information available upon request.

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

Monitoring, Evaluation and Review

The effectiveness of Relationships Education will be monitored through:

- Learning walks.
- Pupil voice.
- Curriculum monitoring.
- Governor visits.
- Work scrutiny.
- Planning scrutiny.
- Parent feedback.
- Safeguarding reviews.
- Staff discussions.

The policy will be reviewed annually or sooner if required by legislation or guidance.

Impact

Through high-quality Relationships Education, pupils at Dropmore Infant School will:

- Develop healthy relationships.
- Feel safe, valued and included.
- Demonstrate kindness and respect.
- Recognise when they need help.
- Develop confidence and resilience.
- Understand personal safety and boundaries.
- Respect diversity and difference.
- Be prepared for the next stage of their education and personal development