

**Cockton Hill Infants' School**  
**Relationships and Health Education Policy**



**Headteacher: Tom Cuthbertson**

**Chair of Governors: Bob Woods**

	<b>Date</b>	<b>Name</b>	<b>Position</b>
<b>Written By</b>		Tom Cuthbertson	Head Teacher
<b>Reviewed</b>	23/6/2026	Tom Cuthbertson	Head Teacher
<b>Equality Reviewed</b>	23/6/2026	Bob Woods	Chair of Governors
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## 1. Context of School

At Cockton Hill Infants' School, our vision is for every child to reach their full potential within a happy, safe and nurturing environment. This is underpinned by our core values of nurture, experience, respect and community, which shape all aspects of school life.

We recognise that a comprehensive, safeguarding-led Relationships and Health curriculum is essential to providing this nurturing environment. By equipping children with an understanding of healthy relationships, personal boundaries, and safety, we ensure they are supported by clear systems, strong communication, and well-trained staff across all aspects of school life.

We promote a whole-school approach to our children's wellbeing. All members of the school community—including staff, governors, and parents—are expected to be aware of our procedures and to work together to maintain a safe, respectful, and inclusive environment.

## 2. Statutory Framework & Policy Aim

This policy has been written to ensure full compliance with the Department for Education's (DfE) statutory guidance: *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (revised July 2025, coming into mandatory force on **1 September 2026**).

As an **Infant School educating children from EYFS to Key Stage 1 (ages 2–7)**, Cockton Hill Infants' School is required by law to provide **Relationships Education** and **Health Education**.

**Statutory Note on Sex Education:** Non-statutory Sex Education is **not** taught at Cockton Hill Infants' School. Our focus is entirely on the building blocks of healthy relationships, personal safety, and physical and mental wellbeing appropriate for young children.

The aim of this policy is to provide a clear, working document that gives guidance to staff, parents, and governors so that the curriculum is delivered safely, neutrally, and in full alignment with national safeguarding standards.

### **3. Policy Formation and Parental Consultation**

We place a strong emphasis on transparency and partnership with parents and carers. In preparation for the September 2026 statutory framework, parental consultation was completed via email and review windows.

This policy is published on the school website and is always available via the school office. Parents are welcome to view the curriculum maps and teaching resources used in delivery on request.

### **4. Moral and Values Framework**

Our RHE programme is delivered within a clear moral framework that aligns with our whole-school ethos. Our curriculum promotes:

- Self-respect and high self-esteem.
- Respect, kindness, and tolerance towards others who may have different backgrounds, cultures, faiths, feelings, views, and family structures.
- Mutual support, honesty, and cooperation.
- Taking responsibility for the consequences of our own choices and actions.
- The right to be safe, to protect personal space, and the knowledge of how to report any form of hurt or abuse.
- Factually accurate, age-appropriate, and objective information.

### **5. Equal Opportunities & Inclusivity**

Cockton Hill Infants' School aims to provide equal opportunities to all pupils. RHE teaching will be effective, accessible, and responsive to the individual needs of pupils, including those with Special Educational Needs and Disabilities (SEND).

In line with statutory guidance, our teaching reflects the diverse family contexts of our pupils (including single-parent households, dual-parent households, same-sex parents, foster carers, and adoptive families) in a natural, respectful, and age-appropriate manner.

### **6. Content and Delivery of the RHE Curriculum**

The RHE curriculum is designed as a **developmental, spiral curriculum**, meaning topics are revisited and built upon incrementally between the ages of 2 and 7.

#### **Core Curriculum Strands (Ages 2–7):**

- **Families and People Who Care for Me:** Understanding who is in their family, who cares for them, and how to recognise if a family relationship makes them feel unhappy or unsafe.
- **Caring Friendships:** Characteristics of positive friendships (kindness, sharing, honesty) and how to solve playground conflicts.
- **Respectful Relationships:** Understanding self-respect, good manners, the harm of bullying, and avoiding rigid gender stereotypes.
- **Online Relationships:** Early awareness of safety on digital devices, privacy of personal data, and understanding that people online are not always who they say they are.
- **Being Safe & Personal Safety:** Understanding boundaries and personal space; identifying appropriate vs. inappropriate touch; body ownership; and safety rules regarding roads, railways, and water.
- **Health and General Wellbeing:** Identifying everyday feelings, building emotional resilience, understanding the importance of sleep, physical exercise, healthy eating, and managing loss or change (such as bereavement).

## 7. Organisation and Teaching Methods

- **Responsibility:** The Headteacher and PSHE/RHE Co-ordinator are responsible for the coordination and monitoring of the curriculum. The Governing Body monitors the policy and parental engagement.
- **Delivery:** RHE is delivered predominantly within structured PSHE lessons, supplemented by age-appropriate content in Science (e.g., Naming body parts, life cycles), Physical Education, and RE. Where possible, children are taught by their own class teacher to maintain a secure and familiar environment.
- **Classroom Ground Rules:** Safe learning environments are established using age-appropriate ground rules (e.g., Circle Time rules). These rules prevent personal questions regarding pupils or staff and set clear boundaries around discussion.
- **Anatomical Vocabulary:** During statutory body-awareness and safety lessons, the correct biological terms for external body parts (including genitalia) will be used factually and neutrally. This empowers children with the exact vocabulary required for safeguarding and clear communication.

## 8. Safeguarding, Confidentiality, and Disclosures

RHE at Cockton Hill Infants' School is **safeguarding-led**. Effective relationships education can give children the language and confidence to make a child protection disclosure.

- **Limits of Confidentiality:** Staff must make it clear to pupils via classroom ground rules that while their feelings are respected, teachers cannot promise secrets if a child tells them something that suggests they or another child are at risk of harm.
- **Reporting Procedure:** If a teacher suspects a child is at risk of harm, neglect, or abuse, or if a child displays sexualised knowledge inappropriate for their age, they must immediately report their concerns to the Designated Safeguarding Lead (DSL) in accordance with the school's Child Protection Policy.

## **9. Right to Withdraw from Lessons**

Because Cockton Hill Infants' School strictly delivers the **statutory** elements of the DfE Relationships Education and Health Education frameworks, **there is no parental right of withdrawal from any part of the RHE curriculum.**

Parents cannot withdraw their children from statutory Relationships Education, Health Education, or National Curriculum Science. The school remains committed to working transparently with parents to provide reassurance regarding the age-appropriateness of all lesson materials.

## **10. Use of External Visitors**

When external speakers or resources (such as emergency services or health professionals) are invited to enhance the RHE curriculum, the input will be strictly vetted by the RHE Coordinator to ensure suitability, factual accuracy, and neutrality. All visitors are made aware of this policy and will be supervised by a qualified teacher at all times.

## **11. Staff Support and Professional Agency**

The school recognises that teaching certain elements of personal safety or relationships can be daunting. If a staff member feels uncomfortable delivering a specific element of the curriculum, senior leadership will support them by making alternative arrangements—such as cross-class teaching with a parallel year-group teacher—to ensure delivery remains high-quality and confident.

## **12. Monitoring and Evaluation**

The RHE Co-ordinator is responsible for tracking curriculum impact, updating resources, and responding to feedback from the school community. Short baseline and follow-up checks (such as structured observation or pupil voice) will be used by staff half-termly to evaluate learning and progression.

### **To be read in conjunction with:**

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Science Policy

- Equality and Diversity Objectives