

# **Cavendish Close Infant and Nursery School**



Cavendish Close  
Infant and Nursery School

## **Relationships and Health Education Policy**

**Review January  
2026**

Last Reviewed January 2025

## Contents

### Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Organisation of the curriculum
4. Consultation with parents/carers
5. Relationships education overview
6. Physical health and mental wellbeing overview
7. Relationships and health education per year group and early years expectations
8. Sex education
9. Delivery of the curriculum
10. Working with external experts
11. Equality and accessibility
12. Curriculum links
13. Withdrawing from the subjects
14. Behaviour
15. Staff training
16. Confidentiality
17. Monitoring quality
18. Monitoring and review

## Statement of intent

At Cavendish Close Infant and Nursery School, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

At Cavendish Close Infant and Nursery School we believe that Health and Relationships Education is the lifelong learning about physical, moral and emotional development. Our aim is to develop children's confidence and self-respect and provide them with the skills to form happy and fulfilling relationships during their time at school and in later life. We believe that the content of RHE should be appropriate to the child's own emotional and physical development. Therefore within RHE at Cavendish Close Infant and Nursery School we do not teach about human sexuality, reproduction and sexual health, as we believe that this knowledge is more appropriately delivered in Key Stage Two and beyond.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

### 1. Legal framework

1.1. This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

1.2. This policy operates in conjunction with the following school policies:

- Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Inclusion Policy

- Diversity and Equality Policy
- Anti-Bullying Policy: Pupils
- E-safety Policy

## **2. Roles and responsibilities**

2.1. The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

2.2. The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on a bi annual basis with the RHE lead.

2.3. The relationships and health education subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships and health curriculum.
- Ensuring the relationships and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the head teacher and governing board.

2.4. The appropriate teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships and health curriculum in line with statutory requirements.

- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships and health education.
- Responding to any safeguarding concerns in line with the Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the relationships and health education subject leader to evaluate the quality of provision.

2.5. The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

### 3. Organisation of the curriculum

- 3.1. Every primary school is required to deliver statutory relationships education and health education.
- 3.2. For the purpose of this policy, “**relationships education**” is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.
- 3.3. For the purpose of this policy, “**health education**” is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- 3.4. The delivery of the relationships education and health education coincide with one another.
- 3.5. The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) ‘Relationships, Education, Relationships and Sex Education (RSE) and Health Education’ guidance.
- 3.6. The relationships and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole school community.

3.7. The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs.

3.8. We consult with parents/carers, pupils and staff in the following ways:

- Questionnaires and surveys
- Meetings
- Newsletters and letters
- School website

3.9. Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Organising a meeting with a member of the senior leadership team.
- Emailing [admin@cavclosei.derby.sch.uk](mailto:admin@cavclosei.derby.sch.uk)

3.10. The school has organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents and pupils.

3.11. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

## 4. Consultation with parents/carers

4.1. The school understands the important role parents play in enhancing their children's understanding of relationships and health. Similarly, we also understand how important parents' views are in shaping the curriculum.

4.2. The school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum, as outlined in section 3 of this policy.

4.3. Parents are provided with the content of the relationships and health curriculum via our school website. **Parents also receive a termly reminder of where to find our RHE policy and curriculum through our termly personal development newsletter.**

4.4. The school aims to build positive relationships with parents by inviting them to contribute their views as to what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.

4.5. Parents are consulted in the review of the curriculum and this policy and are encouraged to provide their views at any time.

## 5. Relationships education overview

### Families and people who care for me

5.1. **By the end of infant school**, pupils will know:

- I know that my family should make me feel happy and safe.
- I know that my family should help me.
- I know why it is important to spend time with my family.
- I know that every family is different.
- I know that two adults can choose to get married.
- I know who to ask for help if I am unhappy.

### **Caring friendships**

5.2. **By the end of infant school**, pupils will know:

- I know that friends should make me feel happy.
- I know how to be a good friend.
- I know that I should never make others feel unhappy.
- I know who to ask for help if friends make me unhappy.

### **Respectful relationships**

5.3. **By the end of infant school**, pupils will know:

- I know that everyone is different.
- I know what good manners are.
- I know how to respect myself.
- I know how to respect others.
- I know what bullying is and isn't.
- I know that bullying is wrong.

### **Online relationships**

5.4. **By the end of infant school**, pupils will know:

- I know about the dangers online.
- I know who to ask for help if I feel unsafe online.
- I know not to share information online.

### **Being safe**

5.5. **By the end of infant school**, pupils will know:

- I know who to talk to if I feel unsafe.
- I know who to talk to if others are unsafe.
- I know how to respect the privacy of others.
- I know that each person's body belongs to them.
- I know about the 'pants' rule.

## **6. Physical Health and Mental Wellbeing overview**

### **Mental Wellbeing**

**6.1 By the end of infant school,** pupils will know:

- I know how important my mental health is.
- I know how to recognise and talk about my emotions.
- I know exercise and being outside helps me to be happy.
- I know who to talk to if I feel unhappy.

### **Internet Safety and harms**

**6.2 By the end of infant school,** pupils will know:

- I know how useful the internet can be.
- I know why I can't spend all of my time online.
- I know that I should never be unkind to others online.
- I know that I can only play games that I am old enough for.

### **Physical health and fitness**

**6.2 By the end of infant school,** pupils will know:

- I know why exercise is good for me.
- I know who to talk to if I am unhappy about my body.

### **Healthy Eating**

**6.3 By the end of infant school,** pupils will know:

- I know what I need to eat to be healthy and grow.
- I know why we have to drink water.
- I know what happens if I do not eat healthily.

### **Facts and risks associated with drugs, alcohol and tobacco**

**6.4 By the end of infant school,** pupils will know:

- I know not to touch medicines.
- I know medicine can make me better but some may be dangerous.
- I know that medicines should be kept away from children.
- I know about the dangers of smoking and drinking alcohol.

### **Health and prevention**

**6.5 By the end of infant school,** pupils will know:

- I know who to talk to if I feel unwell.
- I know how to be a sun safe superstar.
- I know that I need to eat well, drink well, move well and sleep well.
- I know how and why I brush my teeth.
- I know how and why I wash my hands.

### **Basic first aid**



6.6 **By the end of infant school**, pupils will know:

- I know how and when to make a 999 call.
- I know to tell a grown up if someone has an accident.

### **Changing body**

6.7 **By the end of infant school**, pupils will know:

- I know how we change from babies to adults.
- I know about the lifecycles of some animals.
- I know how boys and girls are different.

## **7. Relationships and Health education per year group**

7.1. The school is free to determine, within the statutory curriculum content outlined in section 5 and 6, what pupils are taught during each year group.

7.2. The school always considers the age and development of pupils when deciding what will be taught in each year group.

7.3. The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to junior school.

### **7.4. The Early Years relationships and health education curriculum**

By the end of the foundation stage, children will;

- **Self-Regulation-** Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- **Managing self-** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- **Building Relationships-** Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

## **8. Sex education**

- 8.1. All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age.
- 8.2. The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum.
- 8.3. At our school, we **do not** teach pupils sex education beyond what is required of the science curriculum.

## **9. Delivery of the relationships and health education curriculum**

9.0 The relationships and health education curriculum will be delivered as part of our 'Together Time', 'Time for Us', science, Physical Education, internet safety, Rtime, emotion coaching and drug education lessons.

9.1 Through effective organisation and delivery of the subjects, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

9.2 The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical and emotional development.

9.3 Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

9.4 The school ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

9.5 Lessons will provide appropriate challenge for pupils and be differentiated for pupils' needs.

9.6 Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.

9.7 Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.

9.8 Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's E-safety Policy.

9.8 Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.

9.10 Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the pupil's age.

9.11 The programme will be designed to focus on boys as much as girls, and activities will be planned to ensure all children are actively involved, matching a range of different learning styles.

9.12 Teachers will focus on the importance of marriage and healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

9.13 Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.

9.14 Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

9.15 Any resources or materials used to support learning will be formally assessed by the relationships and health education subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs.

9.16 Whilst there are no formal tests for the relationships and health curriculum, the school will undertake informal assessments to determine pupil progress – these include the following:

- Written tasks
- Group tasks
- Discussions

## **10 Working with external experts**

10.1 External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy.

10.2 The school will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum.

10.3 The school will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy.

10.4 Before delivering the session, the school will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.

10.5 The school will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.

10.6 The school will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.

10.7 The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

## **11 Equality and accessibility**

11.1 The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment

11.2 The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.

11.3 The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships and health education, and the programme will be designed to be inclusive of all pupils.

11.4 Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

11.5 Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic.

11.6 When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

11.7 In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils.

## **12 Curriculum links**

12.1 The school seeks opportunities to draw links between relationships and health education and other curriculum subjects wherever possible to enhance pupils' learning.

12.2 Relationships and health education will be linked to the following subjects in particular:

- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age.
- **Computing** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.

### **13 Withdrawing from the subjects**

13.1 Relationships and health education are statutory at primary and parents **do not** have the right to withdraw their child from the subjects.

13.2 If parents/carers have any questions or concerns, the senior leadership team will be happy to help.

### **14 Behaviour**

14.1 The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.

14.2 Any bullying incidents caused as a result of the relationships and health education programme, will be dealt with as seriously as other bullying incidents within the school.

14.3 These incidents will be dealt with following the processes in our Behaviour Policy and Anti-Bullying Policy.

14.4 The headteacher will decide whether it is appropriate to engage with external agencies where there are behaviour concerns..

### **15 Staff training**

15.1 All staff members at the school will undergo training on an annual basis to ensure they are up-to-date with the relationship and health education programme and associated issues.

15.2 Members of staff responsible for teaching the subjects will undergo further training on an annual basis, led by the relationships and health education subject leader, to ensure they are fully equipped to teach the subjects effectively.

15.3 Training of staff will also be scheduled around any updated guidance on the programme and any new developments.

## **16 Confidentiality**

16.1 Confidentiality within the classroom is an important component of relationships and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.

16.2 Teachers will, however, alert the headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.

16.3 Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.

16.4 Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Safeguarding Policy.

## **17 Monitoring quality**

17.1 The relationships and health education subject leader is responsible for monitoring the quality of teaching and learning for the subjects.

17.2 The relationships and health education subject leader will conduct monitoring activities throughout the year. This includes:

- Self-evaluations
- Lesson observations
- Learning walks
- Work scrutiny
- Pupils voice

17.3 The relationships and health education subject leader will work regularly and consistently with the headteacher and R&H link governor, e.g. through review meetings, to evaluate the effectiveness of the subjects and implement any changes.

## **18 Monitoring and review**

18.1 This policy will be reviewed on an annual basis by the relationships and health education subject leader and headteacher.

18.2 This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

18.3 The governing board is responsible for approving this policy.

18.4 Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

Policy written March 2021.

Policy reviewed January 2023- no changes.

Policy reviewed November 2023- **amendment to 4.3, that information about RHE is sent termly via our personal development newsletter (sharing information with parents letter written by The secretary of state for education March 2023 and October 2023.**

Policy reviewed January 2025- No changes