

'To provide a foundation for fulfilled lives, inspiring confident and happy learners'

Our Values	Enjoy learning	Try our best	Make good choices	Respect each other & our surroundings	Work together	Celebrate our successes
	 learn	 try	 choices	 respect	 together	 success

Relationships and Health Education Policy

2025/26

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Document Adopted By Governing Body

Signed (Chair): Cathy Rowland

Date: October 2025

Print Name:

Date of Next Review: October 2026

Deleted: Sarah Hinchliffe

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Statement of intent

To provide a foundation for fulfilled lives, inspiring confident and happy learners.” Dobcroft Infant School Vision

At Dobcroft Infant School we will provide age-appropriate relationships and health education (RHE) to all pupils as part of the school’s statutory curriculum. Our school aims to assure parents and pupils that all aspects of RHE will be delivered in a safe space, allowing time and compassion for questions at a level that every pupil understands. Sensitive topics relating to RHE will be delivered in a sensitive manner as part of a whole-school approach where parents and teachers work in partnership.

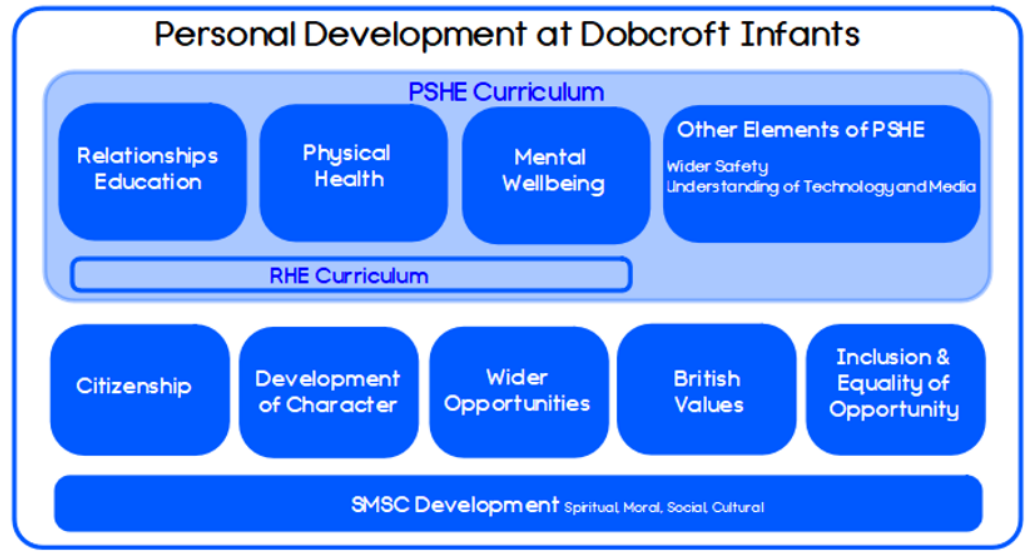
We are committed to creating an inclusive community in which children and adults treat each other with respect and consideration so that everyone can learn, achieve and be successful. Our PD programme develops our children’s spiritual, moral, social and cultural awareness. We equip them with the knowledge, skills and understanding they need to lead confident, happy, independent lives so that they can become informed active citizens in a diverse society.

RHE is compulsory in all primary schools in England. Our curriculum has been carefully planned in consultation with responses from parents. Parents are given the opportunity to discuss this policy at any time and staff will be provided with accurate training and further resources to deliver lessons to pupils.

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 education, which is required to be delivered to every primary-aged pupil. **As we are an infant school we do not deliver sex education and our policy covers relationship and health education only.**

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and ensures they can talk to a trusted adult if there is anything worrying them. Health education focusses on equipping pupils with the knowledge they need to make informed decisions about their own health and ensures they receive factual information about the changes they will experience emotionally and physically as they grow.

This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered. It also shows how it is delivered within our wider Personal Development.



Legal framework

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

Section 80A of the Education Act 2002, Equality Act 2010, Children and Social Work Act 2017, The Relationships Education, Relationships and Sex Education and Health, Education (England) Regulations 2019 DfE (2013) 'Science programmes of study: key stages 1 and 2', DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education', DfE (2021) 'Teaching about [relationships](#), sex and health', DfE (2023) 'Keeping children safe in education 2024', [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education 2025](#)

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour and Relationships Policy
- SEND Policy
- Inclusion Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Staff Equality, Equity, Diversity and Inclusion Policy
- Anti-bullying Policy
- Online Safety Policy
- School Improvement Plan (SIP)

Roles and Responsibilities

The governing board is responsible for:

- Playing an active role in monitoring, developing and reviewing the policy and its implementation in school.
- Appointing a link governor for RHE who supports the school and monitors any aspects of RHE included within the SIP.
- 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 and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Creating and keeping up-to-date a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.
- Ensuring that all staff receive ongoing training on issues relating to PSHE and RHE and how to deliver lessons on such issues.
- Ensuring that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RHE.

The head teacher is responsible for:

- The overall implementation of this policy.
- Ensuring adequate time on school timetable to deliver RHE as a statutory curriculum subject.
- Providing support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RHE to pupils; for example, if staff do not feel that their training has been adequate or that aspects of the curriculum conflict with their religious beliefs.
- Ensuring that parents are fully informed of this policy and the RHE resources are available to parents beforehand.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

The RHE subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring that staff values and attitudes will not prevent them from providing a balanced RHE in school.
- Providing the agreed vocabulary to be used during the lessons to ensure a consistent approach.
- Ensuring the subjects are age-appropriate and high-quality and up-to-date.

- 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.
- Liaising and working in partnership with parents and carers to support further conversations at home and to share the resources ahead of teaching upon request.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the head teacher.

All teachers at Dobcroft Infant School are responsible for delivering RHE.

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.
- Ensuring that the needs of vulnerable pupils are taken into consideration in designing and teaching these subjects.
- The appropriate teachers are responsible for delivering a high-quality and age-appropriate relationships and health curriculum in line with statutory requirements.

Teachers are responsible for:

- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Responding to any safeguarding concerns in line with the Child Protection and 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 RHE subject leader to evaluate the quality of provision.

Parents are responsible for:

- Enabling their children to grow and mature and to form healthy relationships.
- Supporting their children through their personal development and the emotional and physical aspects of growing up.
- Ensuring that they are aware of aspects of the curriculum, including when it is going to be delivered and the content.
- Supporting their children's personal, social and emotional development, by working with the school to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHE.
- Seeking additional support in this from the school where they feel it is needed.

Organisation of the RHE curriculum

RHE has a very high profile in the life of our school. Our relationships education and our health education is delivered as part of the school's Personal Development.

For the purpose of this policy:

- "Relationships education" is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.
- "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.

Our relationships and health curriculum takes into account the views of teachers, pupils and parents. The school has organised a curriculum that is appropriate for the age and developmental stages of pupils within each year group. When organising the curriculum, the religious backgrounds of all pupils is considered, so that the topics that are covered are taught appropriately.

Consultation with parents

We understand the important role parents play in enhancing their children's understanding of relationships and health and how important parents' views are in shaping the curriculum. The school will provide parents with opportunities to understand and ask questions about the school's approach to RHE.

The school will consult closely with parents when reviewing the content of the school’s RHE curriculum and will give them regular opportunities to voice their opinions. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, all final decisions will be made by school. Parents will be provided with the following information:

- The content of the relationships and health curriculum
- The delivery of the relationships and health curriculum, including what is taught in each year group
- The resources that will be used to support the curriculum

We aim to build positive relationships with parents by inviting them into school to discuss what will be taught and address any concerns.

Parental Engagement

Through year group meetings parents learn in more depth about Anti-Bullying, Learning Dispositions (5Rs), Positive Behaviour, Peer Massage. We have two Parent Consultations a year during which we celebrate progress and achievement and sign post next steps for learning. Our reports to parents are clear and considered. They start with comments on learning attributes and social and emotional development : This signifies the importance we place on developing healthy, happy learners. At the end of the year, we hold a Celebration Afternoon to enable parents to share their child’s achievements and to visit the next classroom and teacher. We have a Parent Library stocked with a range of books and resources to support and educate parents on social and emotional issues e.g. bereavement, adoption, separation, anger management.

RHE Curriculum Overview

Our RHE (Relationships and Health Education) curriculum underpins our PD work. At Dobcroft Infant School there is dedicated curriculum time given for Relationship and Health Education lessons. Our RHE curriculum informs the medium term planning. This complies with statutory guidance. Our RHE curriculum covers work on relationships and Health and Wellbeing. Children focus on a different theme each half term:

Autumn 1	Community	Spring 2	Feelings
Autumn 2	Friends	Summer 1	Staying Healthy
Spring1	Family	Summer 2	Growing up

All of our children learn about the link between feelings, thoughts and behaviours. We teach them how to recognise, name and manage the powerful feelings that can sometimes overwhelm them and lead to behaviours that impede learning and fulfilment. We have developed planning and personalised it, linking it to Thinking Actively in a Social Context (TASC), Philosophy For Children (P4C) and the Rights of the child. Our School Council and class meetings give our children real opportunities to voice their opinions and to effect change in school.

Relationships

By the end of KS1 children will know:

Family

- That families are important for them growing up because they can give love, security and stability.
- That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.
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Friendship

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.

Respectful relationships

- The importance of respecting others – even when they are very different from them, make different choices, or have different preferences or beliefs.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

Online relationships

- That people sometimes behave differently online, including pretending to be someone they are not.
- The rules and principles for keeping safe online.

Being safe

- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter, including online, who they do not know.
- Where to seek advice, for example, from their family, their school and other sources.

Health Education

Health education is compulsory for all state-funded primary schools. The focus of health education at primary level is teaching the characteristics of good physical health and mental wellbeing.

By the end of KS1 pupils will know:

Mental wellbeing

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
- How to recognise and talk about their emotions, including having a varied vocabulary
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.

Internet safety and harms

- That for most people, the internet is an integral part of life and has many benefits.
- The importance of keeping personal information private.
- Where and how to report concerns and get support with issues online.

Physical health and fitness

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- how and when to seek support including which adults to speak to in school if they are worried about their health

Healthy eating

- What constitutes a healthy diet
- The principles of planning and preparing a range of healthy meals.

Health and prevention

By the end of primary school, pupils will know:

- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage,
- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect, mood and ability to learn.
- About dental health and the benefits of good oral hygiene including regular check-ups at the dentist.
- About personal hygiene and germs, including bacteria and viruses, how they are spread and treated, and the importance of hand washing.

Basic first aid

- How to make a clear and efficient call to emergency services if necessary.

Year Group Overview

The school always considers the age and development of pupils when deciding what will be taught in each year group. The school implements a progressive curriculum, in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to the junior school.

Curriculum links

Our RHE teaching is threaded throughout our Curriculum, so, for example, children may learn about different body parts within their science teaching. In Art and Design focuses, they may learn to respect the differences between people through investigating the work of artists, craftspeople and designers from Western Europe and the wider world. During Music activities, they may learn to make the most of their abilities whilst working with others when playing or singing and to understand issues of cultural diversity. In PE, they may learn about health and safety and develop their own resilience, co-operation and commitment. Close links are also made with the RE policy which supports children with their spiritual, moral and cultural development and prepare children for life in modern Britain.

Assessment and Monitoring

The school will undertake informal assessments to determine pupil progress – these include the following:

- Bring back questioning used throughout each unit to embed crucial knowledge.
- Flashback four questions at the start of a new unit to assess prior knowledge.
- Written activities
- Group tasks

As well as assessing what pupils know staff will also track what pupils “do”. During half-termly Inclusion Meetings, we spotlight vulnerable children to the Headteacher and Deputy. All staff record behaviour incidents and welfare concerns on C.POMS and these are reviewed during the half termly inclusion meetings. These records are then passed over to the Junior School.

The RHE subject leader is responsible for monitoring the quality of teaching and learning for the subject. They will conduct subject monitoring on a termly basis, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Learning walks
- Work scrutiny
- Lesson planning scrutiny
- Pupil focus groups

The RHE subject leader will work regularly with the head teacher and RHE link governor to evaluate the effectiveness of the subject and implement any changes

Terminology

In recognition of the fact that the use of code names for body parts can facilitate the normalisation of child sexual abuse, teaching staff will use and teach pupils the anatomically correct names for body parts.

Dealing with difficult questions

Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy.

Withdrawing from the subject

RHE is statutory at primary and parents do not have the right to withdraw their child from the subjects.

Curriculum organisation and wider Personal Development

Pupils will receive their entitlement for learning RHE through a spiral curriculum which demonstrates progression. RHE programme is delivered through a variety of opportunities including:

- Circle time
- School ethos
- Small group work
- Cross curricular links
- Enrichment days and weeks

It is also supplemented by our wider Personal development which has a very high profile in the life of our school and is at the forefront of whole-school initiatives.

Children take part in the following Personal Development activities:

Healthy Minds

As a school we care about the children's mental health and work closely with the Sheffield mental health team. We have incorporated regular mindfulness activities in to the school day and are introducing a Mighty Minds intervention for children in Year 2 to help support children with anxiety. Each Year 2 class have two Healthy Mind Champions who support their classmates and act as role models when pupils are feeling 'big emotions'. Dobcroft utilises a Healthy Minds practitioner who works with vulnerable children on a weekly basis (1 day per week), developing a bespoke programme of study for individuals dependent on their specific needs.

Rights Respecting School

Dobcroft Infant School aims to be a school where every aspect of a child is focused on and developed, including the area of wellbeing. As part of our school's aims to promote a happy and successful school, we have become a Gold "Rights Respecting School". This is an award which is given to schools on behalf of UNICEF.

The 'Rights Respecting School' award has helped our pupils to grow into confident, caring and responsible young citizens both in school and within the wider community. By learning about their rights our pupils, your children, also learn about the importance of respecting the rights of others i.e. their responsibilities.

The 5 R's

During curriculum time, practitioners and classmates spotlight the 5Rs of learning: resourcefulness, reciprocity, reflectiveness, resilience and risk-taking. This has a positive impact on behaviour as the children are consistently taught the link between making good behaviour choices and effective learning. We expect them to work together, to take responsibility for their own behaviour and to acknowledge the consequences of their actions. This helps them to develop a sense of belonging and strengthens their social competence.

Stop Calm Do

We all use the Stop Calm Do Problem Solving Process. This reinforces the reflective and reciprocal nature of conflict resolution. We expect the children to take an active role in recognising their choices and understanding the effect they have on others. When dealing with conflict, they are expected to try to 'Put It Right'. Each classroom has a designated "Put It Right" area that children are able to access independently. The Put It Right Area also includes a "Turn around Box" which provides children with the resources they need to calm down when they are feeling stressed or anxious.

Philosophy For Children P4C

P4C supports children's spiritual development. It enables them to discuss big juicy questions articulating their understanding of the world. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. During these discussions, their moral compass can be challenged or strengthened. They learn to consider other viewpoints and to compare them with their own.

Peer Massage

Our school uses the MISA peer massage programme. This gives the children experience of safe nurturing touch and teaches them about their right to say no. The children learn a set routine of strokes and massage each other's heads, necks and arms. This promotes trust, respectful relationships and is a powerful calming down tool. Peer massage helps us to promote considerate relationships and a calm environment conducive to positive behaviour and effective learning.

Being Healthy

We have a Healthy Lunchbox policy and do not allow sweets or chocolate to be eaten in school. We actively encourage the children to eat their daily fruit and promote hydration via water fountains in the playground and water in the classrooms.

Our children grow vegetables and plants in the school grounds which they then prepare to create healthy snacks.

Celebration and Rewards

We use verbal praise, written comments and lots of smiles to recognise good behaviour choices. We publish good choices and significant achievements on PSHE displays in the hall and on our class blogs.

In addition each class will work together on a whole class target that is often set by the children. The children will then enjoy a whole class reward when the target has been achieved. Rewards and Sanctions are consistent between each year group.

Golden Moments

At Dobcroft Infant School children earn Golden Moments if they show they are following the school vision. Golden Moments can be given to a whole class or to an individual. The Golden Moment totals for each class are shared during a weekly celebration assembly. The class with the highest number of golden moments are awarded a trophy.

Assemblies

Assemblies often introduce or develop PD themes and also provide opportunities to celebrate children's social and emotional success using certificates and stickers.

Pupil Voice

We teach the children that they can shape their school and community. We give children the opportunity to voice their opinion in the following ways:

- School Council
- Playground Leaders.
- E – Cadets
- Green Team
- Healthy Mind Champions

Making a positive contribution

We work with our children to give them an understanding of social injustice and how they can help. They raise funds for organisations and charities including: NSPCC, Comic Relief, Children In Need, water aid, Children's Heart Unit. We also give our children the experience of making a difference in their community. Experiences have included: singing at Ranulph Court, a home for the elderly, and at St Luke's Hospice. Our children also visit the church and mosque which helps them develop an understanding of different faiths.

Equality and accessibility

The school understands its responsibilities in relation to the Equality Act 2010; specifically, that it must not unlawfully discriminate against any pupil based on their protected characteristics. We foster healthy and respectful peer-to-peer communication and behaviour between all pupils by implementing a robust Relationships and Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which sets out expectations of pupils.

All of our children can access our PD/RHE curriculum. We use a range of teaching approaches to maximise learning for children with different learning styles. We ensure that the content of the curriculum builds on all children's cultural experiences and interests. We use resources that show positive images of race, gender, and disability. We use Makaton and Communication in Print throughout school. We invite parents of children with SEND to structured conversations three times a year, during which we work together to learn about the child and to identify areas of strength and child and parental aspirations.

Pupils working at greater depth will have opportunities to excel by developing leadership skills, thinking creatively, problem solving and using their talents for the good of the class or wider community.

The Den -This is a sensory room that operates each day and is staffed by teaching assistants. Some of our more vulnerable children can access this provision in small groups or on a 1:1 basis to support their wellbeing and learning.

Educational Visits and Visitors

We plan visits to enrich our PD/RHE programme. Recent visits include: EIS English Institute of Sport and Sheffield Wednesday.

Educational Visitors are chosen to represent the diverse nature of our school community and to counteract gender stereotypes.

Behaviour

Our school rules are linked to our school vision and values. They apply to everyone and were negotiated with children, parents, staff and governors. They help us to create a respectful, safe and thriving learning community.

- We enjoy learning
- We try our best
- We make good choices.
- We respect each other and our surroundings
- We work together
- We celebrate our successes.

We all need to take responsibility for our own behaviour choices. We will apologise and try to 'put things right' when our behaviour causes others hurt, disadvantage or disrupts learning. [We teach the children to use a Stop Calm Do approach. Supporting adults will apply the three L's. Listening to the children, Linking emotions to the behaviour and helping the children to learn from what has happened \(see Relationships and Behaviour Policy\)](#)

Anti-Bullying

Everyone has a right to learn in a safe school. We teach that bullying is always wrong and we do not tolerate it and tackle it with vigour. We fully meet statutory requirements in Anti-Bullying education, with a consultative policy, comprehensive parent education and clear reporting systems and safeguarding procedures. We monitor bullying via adult and child surveys and use the data to improve our practice. Children who are affected by bullying can talk to a trusted adult. All classes negotiate Anti-Bullying contacts during a whole school 'Say No to Bullying Week'.

A separate 'safer internet day' is also held in February to raise awareness of cyber bullying and teach the children how to stay safe on the internet.

Any bullying incidents caused as a result of the RHE programme will be dealt with as seriously as other bullying incidents within the school. Any occurrence of these incidents will be reported to a member of school staff. These incidents will be dealt with following the processes in our Relationships and Behaviour Policy and Anti-bullying Policy.

Staff training

The RHE lead will attend termly briefing sessions run by Learn Sheffield and update and amend the curriculum where necessary. [The RHE lead also works in conjunction with the other schools in Peak Edge and meet s once a term](#)

Training of staff will also be scheduled around any updated guidance on the programme and any new developments which may need to be addressed in relation to the programme.

Confidentiality

We make sure that our personal beliefs and attitudes do not influence the teaching of PD. We use clear ground rules during lessons and have clear parameters as to what will be taught in whole class settings and what will be dealt with on an individual basis. If children make personal disclosures, we will ensure that they understand that we cannot offer unconditional confidentiality. If appropriate, we will encourage the children to talk to their parents or carers and will give them the support to do so. We will ensure that children are aware of confidential sources of support. If we receive information about behaviour likely to cause harm to the child or to others, we will inform the Head teacher (DSL) and follow the usual child protection procedures..

Monitoring and review

The governing board is responsible for approving this policy.

This policy will be reviewed on an annual basis by the RHE subject leader and headteacher.

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.

Any changes made to this policy will be communicated to all stakeholders.

Article 3

Everyone who works with children should always do what is best for each child.



Written by: Shama Chaudhry. October 2025