



Thames Ditton Infant School

Relationships and Health Education Policy

2026–2027

Policy owner	Jo Langridge PSHE Subject Leader
Approved by	Curriculum and Data Committee / Governing Body
Date approved	Autumn 2026
Effective from	1 September 2026
Next review	Autumn 2027, or earlier if statutory guidance changes

This policy has been revised for the Department for Education's statutory guidance changes,

1st September 2026.

1. Statement of intent

Thames Ditton Infant School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Relationships and Health Education forms an important part of our preventative safeguarding curriculum. It equips pupils with the knowledge, language and confidence to build positive relationships, recognise unsafe or inappropriate situations, protect their privacy and personal boundaries, and seek help.

Teaching is evidence-informed, inclusive, factually accurate, sensitive and appropriate to pupils' age, developmental stage and needs. It is delivered within a broad and balanced curriculum and is underpinned by the school values of Honesty, Resilience, Independence, Kindness, Respect and Co-operation.

2. Statutory framework

This policy has regard to the following legislation and statutory guidance:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for introduction from 1 September 2026 (Department for Education, revised July 2025 and updated December 2025).
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- Children and Social Work Act 2017, sections 34 and 35.
- Education Act 1996 and Education Act 2002.
- Equality Act 2010, including the Public Sector Equality Duty.
- SEND Code of Practice: 0 to 25 years.
- Keeping Children Safe in Education, current statutory version.
- National Curriculum in England: Science and Computing.
- Early Years Foundation Stage statutory framework.

Relationships Education is compulsory for all pupils receiving primary education. Health Education is compulsory in state-funded primary schools. Primary sex education beyond the National Curriculum for Science is not compulsory.

3. Definition and scope

Relationships Education teaches the fundamental building blocks and characteristics of positive relationships, with particular reference to family relationships, caring friendships, respectful relationships, online relationships and being safe.

Health Education supports pupils' physical health and mental wellbeing. At infant-school level this includes age-appropriate learning about emotions, self-regulation, healthy routines, personal safety, changing and growing, and how and where to seek help.

The school does not teach a programme of non-statutory sex education beyond content required through Relationships Education, Health Education and the National Curriculum for Science. Correct anatomical vocabulary, including penis, testicles and vagina, is taught in an age-appropriate safeguarding context and is not, in itself, sex education.

4. Aims

- help pupils form and sustain positive, healthy and respectful relationships;
- teach kindness, honesty, respect, courtesy, permission-seeking, privacy and personal boundaries;
- help pupils recognise appropriate and inappropriate or unsafe contact and behaviour;
- give pupils the vocabulary and confidence to report worries, concerns or abuse and to keep seeking help until they are heard;
- teach pupils that abuse is never the fault of the child experiencing it and that victim-blaming is wrong;
- develop safe and respectful behaviour online, including awareness that people may not be who they claim to be and that personal information and images can be shared or used in unexpected ways;
- challenge bullying, prejudice, discrimination, sexism and harmful stereotypes in an age-appropriate way;
- promote emotional literacy, mental wellbeing, resilience and help-seeking;
- ensure pupils understand that families can take different forms and that all pupils and families should be treated with dignity and respect;
- support pupils to be safe, healthy, confident and prepared for the next stage of education.

5. Equality, inclusion and protected characteristics

The school complies with the Equality Act 2010 and gives due regard to the Public Sector Equality Duty. Teaching will not unlawfully discriminate and will foster respect for people who share protected characteristics and those who do not.

Teaching about families reflects sensitively that families may have different structures, including single-parent, adoptive, foster, grandparent-led and families with same-sex parents. At an age-appropriate and timely point, pupils are taught that people and families can be different and must be treated with respect. Content relating to LGBT people is integrated within teaching about families, difference, equality and respect rather than presented as a stand-alone topic.

The school challenges stereotypes, including gender stereotypes, while avoiding assumptions about individual pupils. Teaching is objective, factual and consistent with the law.

6. Pupils with SEND and additional vulnerabilities

Relationships and Health Education must be accessible to all pupils. Teaching is differentiated and personalised where necessary, taking account of pupils' communication, sensory, cognitive and developmental needs. Staff recognise that some pupils with SEND may be more vulnerable to exploitation, bullying, coercion or misunderstanding of social situations. Reasonable adjustments, visual supports, repetition, pre-teaching, small-group or individual teaching may be used where appropriate.

7. Curriculum organisation and teaching

Relationships and Health Education is taught through PSHE, Computing, Science, PE and the wider curriculum. In Reception it is embedded particularly within Personal, Social and Emotional Development and Understanding the World. The school currently uses Jigsaw PSHE as a core resource, supplemented by safeguarding materials such as the NSPCC PANTS resources and age-appropriate online-safety teaching.

For Reception, provision is aligned with the EYFS framework and Kapow Primary's Reception RSE & PSHE materials. In Years 1 and 2, teachers follow the relevant Kapow Primary units and progression documentation for 2026/27. The PSHE Subject Leader checks the school's long-term plan against Kapow

Primary's statutory guidance mapping to ensure that all required Relationships and Health Education content is taught.

Kapow Primary is structured as a spiral curriculum. Key knowledge, vocabulary and skills are revisited with increasing depth so that pupils build securely on prior learning. The statutory content is organised through six key areas: My healthy self; Connecting with others; The online world; Staying safe; Health protection; and Growing up. Teaching approaches may include stories, discussion, role play, scenarios, photographs, practical activities, pupil reflection and teacher modelling. Lessons are adapted sensitively to pupils' age, developmental stage and needs.

8. Key curriculum expectations for an infant school

- **Families and people who care for us:** love, care, security, different family structures and how to seek help if a family relationship feels unsafe.
- **Caring friendships:** making friends, kindness, trust, inclusion, resolving conflict and understanding that violence is never an acceptable way to resolve friendship difficulties.
- **Respectful relationships:** manners, self-respect, respecting difference, permission-seeking, boundaries, stereotypes, bullying and bystander responsibility.
- **Online relationships:** respectful behaviour online, recognising that people may pretend to be someone else, safe sharing, privacy, harmful contact/content and telling a trusted adult.
- **Being safe:** personal space, body autonomy, privacy, appropriate and inappropriate touch, trusted adults, recognising unsafe feelings and reporting concerns.
- **Mental wellbeing:** naming feelings, regulation strategies, resilience, friendship and belonging, recognising when feelings are difficult, and knowing how to ask for help.
- **Personal safety:** age-appropriate teaching about everyday risks and how to seek adult help, reinforced through the wider curriculum and school procedures.

9. Body vocabulary, privacy and safeguarding

Pupils are taught accurate names for external body parts where relevant to the curriculum and safeguarding. In Reception and Key Stage 1 this may include penis, testicles and vagina. Teaching emphasises that each person's body belongs to them, that private parts are private, that children can say no to unwanted touch, and that they should tell a trusted adult about touch, behaviour, images or requests that make them feel worried, confused or unsafe.

Staff make clear that a child is never responsible for abuse. Pupils are encouraged to keep telling a trusted adult until they are heard.

10. Online safety

Online safety is taught as part of relationships, computing and safeguarding education. Pupils learn that online and face-to-face relationships should be respectful; that people online may pretend to be someone they are not; that personal information, photographs and messages can be copied or shared; and that they should seek help if content or contact makes them uncomfortable or worried.

If emerging online risks are affecting pupils, the school may provide additional age-appropriate safeguarding teaching, including around inappropriate image-sharing or sexualised online content, without introducing unnecessary sexual detail.

11. Managing questions and sensitive issues

Classroom Behaviour rules (Ready, Respectful, Safe) support safe discussion. Staff answer questions honestly, factually and sensitively, taking account of age, development and the needs of the class. A question that is not suitable for whole-class discussion may be answered individually, deferred, or discussed with the PSHE Lead/DSL and, where appropriate, parents.

Staff will not encourage pupils to disclose personal experiences in a lesson. If a pupil makes a disclosure or raises a safeguarding concern, staff follow the school's Safeguarding and Child Protection Policy and do not promise confidentiality.

12. Resources and external visitors

The PSHE Subject Leader reviews resources for factual accuracy, age and developmental appropriateness, accessibility, safeguarding suitability and inclusivity before use. Parents will be given meaningful information about what is taught and opportunities to view examples of planned curriculum materials.

External visitors may enhance, but do not replace, teaching by school staff. The school checks the Safeguarding credentials of visitors, reviews lesson plans and materials in advance, agrees safeguarding and confidentiality arrangements, and ensures content is consistent with this policy and accessible to pupils, including those with SEND.

13. Working with parents and carers

Parents and carers are important partners in Relationships and Health Education. The school communicates what will be taught and when, provides opportunities to ask questions and view materials, and makes this policy available free of charge and on the school website.

Consultation informs the school's approach but does not give individual parents a veto over statutory curriculum content. The school will listen carefully to concerns and seek to work constructively with families.

14. Right to withdraw

There is no right to withdraw a child from Relationships Education, Health Education or National Curriculum Science.

Thames Ditton Infant School does not currently teach non-statutory sex education beyond the National Curriculum for Science. If the school introduces such provision in future, this policy and curriculum information will be updated, parents will be consulted, and a parent's request to withdraw their child from that primary sex education will be automatically granted by the Headteacher. A pupil who is withdrawn would receive appropriate, purposeful education during that time.

15. Safeguarding and confidentiality

Relationships and Health Education is part of the school's preventative safeguarding approach. Teaching may lead a pupil to recognise or disclose abuse. Any concern or disclosure is passed promptly to the Designated Safeguarding Lead or a Deputy DSL in accordance with school procedures. Staff cannot promise confidentiality and will share information on a need-to-know basis to protect the child.

16. Roles and responsibilities

- The Governing Body ensures statutory duties are met, the subjects are well led and resourced, provision is accessible, and clear information is available to parents.
- The Headteacher has overall responsibility for implementation, safeguarding, staffing and the handling of any withdrawal request.
- The PSHE Subject Leader plans and reviews the curriculum, quality-assures resources, supports staff, coordinates parent communication and monitors impact.
- The DSL ensures safeguarding themes and emerging risks inform preventative education and that disclosures arising from teaching are handled appropriately.
- Class teachers deliver planned content sensitively and consistently, adapt teaching to pupil need and follow safeguarding procedures.
- All staff model respectful, inclusive behaviour and reinforce the school's expectations throughout the school day.

17. Monitoring, assessment and evaluation

Provision is monitored through Kapow Primary curriculum planning and progression documents, lesson visits, learning walks, pupil voice, work scrutiny where appropriate, staff feedback and parent feedback. Assessment is primarily formative and draws on Kapow Primary's assessment opportunities alongside teacher observation and pupil responses. It focuses on whether pupils know, understand and can apply key learning, rather than assessing pupils' personal beliefs or experiences.

The policy and curriculum will be reviewed at least annually and sooner where statutory guidance, safeguarding information, pupil need or local context requires change.

18. Staff training

Relevant staff receive regular training and updates on Relationships and Health Education, safeguarding, handling sensitive questions, inclusive practice, SEND accessibility and the use of approved resources. Staff are supported to teach sensitive content confidently, factually and without bias.

19. Links with other school policies

- Safeguarding and Child Protection Policy
- Relationships and Behaviour Policy
- Anti-Bullying Policy
- Online Safety / Acceptable Use Policy
- SEND Policy and Accessibility Plan
- Equality Information and Objectives
- Science Policy
- Computing Policy
- Teaching and Learning Policy
- First Aid / Health and Safety policies

Appendix 1 – TDIS curriculum overview: Reception to Year 2

The overview below summarises the intended statutory learning for Reception, Year 1 and Year 2. Detailed lesson sequencing, vocabulary, knowledge and skills will follow the Kapow Primary 2026 RSE & PSHE scheme and the school's agreed long-term plan. Kapow's curriculum is progressive and spiral in design, enabling pupils to revisit key concepts with increasing depth. Teachers may adapt delivery and resources to meet the needs of a cohort, provided statutory content and progression are maintained.

Reception

Theme	Key learning
Celebrating difference	Recognise similarities and differences; understand that everyone is special; value homes and families; practise kindness and standing up to unkind behaviour.
Relationships and friendship	Know how to make and keep friends; recognise unkind words; use simple strategies to manage feelings and friendship difficulties.
Privacy and body safety	Use NSPCC PANTS messages; identify private body parts; understand that their body belongs to them; identify trusted adults and ask for help.
Changing and growing	Name body parts using accurate vocabulary where appropriate; recognise that people grow and change; talk about feelings linked to change.

Year 1

Theme	Key learning
Difference, equality and bullying	Identify similarities and differences; describe bullying; understand how bullying can feel; know who to tell; understand that differences make people unique.
Families and caring relationships	Recognise that families can be different; understand belonging, care and respect; know that families should provide love, care and security.
Friendship, touch and permission	Know what makes a good friend; recognise preferred and unwanted forms of physical contact; practise permission-seeking and saying no; know how to ask for help.
Body ownership and safety	Know that the body belongs to the individual; identify private parts; use correct terms including penis, testicles and vagina; recognise unsafe feelings and tell a trusted adult.
Online relationships	Understand that the same expectations of kindness and respect apply online; keep personal information private and seek adult help when worried.

Year 2

Theme	Key learning
Stereotypes, difference and respect	Recognise and challenge unfair stereotypes, including gender stereotypes; understand that difference is not a reason to judge or exclude others.
Bullying and bystanders	Understand that bullying can relate to difference; recognise its impact; know how to stand up safely for self and others and report concerns.
Families and communication	Recognise different family structures; value care and communication; understand that healthy family relationships should feel safe and supportive.
Physical contact, boundaries and secrets	Distinguish acceptable and unacceptable touch; communicate preferences; understand that unsafe secrets should be shared with a trusted adult.

Friendship and conflict	Identify causes of conflict and use positive problem-solving; understand that violence is never the right way to resolve friendship difficulties.
Body ownership, assertiveness and help-seeking	Use correct anatomical vocabulary; recognise inappropriate or unsafe contact; say what they like and do not like; identify trusted adults and keep asking for help until heard.
Online safety	Recognise that people online may not be who they say they are; understand safe sharing and privacy; report harmful content or contact to a trusted adult.

DRAFT – Awaiting Governor Ratification

Appendix 2 – Statutory Relationships Education outcomes by the end of primary

Families and people who care for me

- families can provide love, security and stability;
- healthy family life includes care, protection, commitment and spending time together;
- families can look different and those differences should be respected;
- stable, caring relationships can be of different types;
- marriage is a formal, legally recognised commitment intended to be lifelong;
- pupils should know how to seek help if family relationships make them feel unhappy or unsafe.

Caring friendships

- friendships contribute to happiness and security;
- healthy friendships involve mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, shared interests and support;
- healthy friendships are welcoming and do not deliberately exclude;
- friendships can have difficulties which can often be repaired, and violence is never right;
- pupils should know how to judge trust, manage conflict and seek help.

Respectful relationships

- respect for others, including those who are different or hold different preferences or beliefs;
- practical ways to support respectful relationships, courtesy and manners;
- self-respect and its relationship to wellbeing;
- the expectation of respectful treatment and respect for others, including people in authority;
- different types of bullying, including cyberbullying, its impact, bystander responsibilities and how to get help;
- stereotypes can be unfair, negative or destructive;
- the importance of permission-seeking and giving.

Online relationships

- people may behave differently online or pretend to be someone they are not;
- the same principles of respect apply online and face-to-face;
- rules for online safety, recognising harmful content/contact and reporting it;
- critical consideration of online friendships and information sources, including people never met in person;
- how information and data may be shared and used online.

Being safe

- appropriate boundaries in friendships, including digital contexts;
- privacy and why some secrets should not be kept when safety is involved;
- each person's body belongs to them and the difference between appropriate and inappropriate or unsafe contact;
- safe responses to unfamiliar adults, including online;
- recognising and reporting unsafe feelings about any adult;
- asking for help for self or others and continuing until heard;
- reporting concerns or abuse using appropriate vocabulary and confidence;
- where to get advice and support.

Appendix 3 – Policy compliance checklist for September 2026

- Policy defines Relationships Education and explains how Health Education is delivered.
- Policy identifies statutory basis and September 2026 guidance.
- Curriculum content, sequencing, responsibility, monitoring and evaluation are clear.
- Policy confirms no right to withdraw from Relationships Education, Health Education or National Curriculum Science.
- Any primary sex education beyond Science is clearly identified and withdrawal arrangements are stated.
- Parents are told what is taught and when and can view examples of curriculum resources.
- Kapow Primary lesson materials and any supplementary or external-provider resources are checked in advance for age-appropriateness, accessibility, factual accuracy and safeguarding suitability.
- Equality Act 2010, PSED, LGBT inclusion and respect for different family structures are addressed.
- SEND accessibility and additional vulnerability are explicitly addressed.
- Safeguarding, body autonomy, correct anatomical vocabulary, boundaries, privacy, online safety and reporting concerns are explicit.
- Governance oversight, staff training and annual review arrangements are explicit.

Reference note: This policy was revised against the Department for Education's statutory guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' for introduction from 1 September 2026. The school should review this document alongside the final/current version of Keeping Children Safe in Education and its own curriculum resources before formal approval.