# Waterthorpe
# Nursery Infant School

# Relationships Education Policy

September 2026

**Approved by:** Governing Board

**Date:** September 2026

**Next Review Date**: Autumn 2030

**Introduction**

At Waterthorpe Nursery Infant School, we believe that effective Relationships education is essential to enable children to make informed decisions about their lives. The content and delivery of Relationships education will ensure it meets the 'Relationships' requirements of the statutory requirements for the compulsory teaching of Relationships and Health education which came into effect in September 2020. This policy reflects the updated Department for Education (DfE) statutory guidance which came into effect on 1 September 2026.

Parents have the right to view materials used in the teaching of Relationships education. These can be viewed during the annual Consultation Workshop or by contacting the RSHE leader or the school office.

## Intent

As part of the Relationships education pupils will be taught that families of many forms provide a nurturing environment for children. The school does not promote any one form of relationship, but ensures that there is no stigmatism of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

We intend to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice. Relationships education should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. As part of a whole school approach, we intend to develop the attributes our pupils need to thrive as individuals, as part of a family and as a confident member of the wider community. We will work towards this intention in partnership with parents/carers.

Our school is committed to serving its community and surrounding areas. We recognise the multicultural, multi faith and ever-changing nature of the United Kingdom, and therefore those we serve. We also understand the vital role we have in ensuring that groups or individuals within the school are not subjected to intimidation or radicalization by those wishing to unduly, or illegally, influence them. At our school we embrace the British Values of: Democracy, The rule of law, Individual liberty, Mutual respect and Tolerance of those of different faiths and beliefs.

Relationships education has three main elements that we aim to teach:

- attitudes and values;
- personal and social skills;
- knowledge and understanding.

**Attitudes and values:**

- Learning the importance of values, individual conscience and moral considerations.
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and beginning to understand moral dilemmas.
- Developing critical thinking as part of decision making.

**Personal and social skills:**

- Learning to manage emotions and relationships with confidence and sensitivity.
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and with absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Developing skills in personal relationships, e.g. friendships, bullying, building of self-esteem, communication, assertiveness.
- Helping our children to protect themselves by affirming their rights, to be able to resist unwanted touch or advances and to talk about such matters openly.

**Knowledge and understanding:**

- Encouraging acceptance of physical development by providing appropriate vocabulary for all parts of the body and encouraging positive attitudes to all bodily functions.
- Generating an atmosphere where questions and discussion can take place without embarrassment.
- Counteracting misleading myth and folklore and fake assumptions of 'normal behaviour'.
- To be aware of sources of adult help and support.
- The Relationships Education Policy has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:
    - Equality Scheme
    - Health & Safety Policy
    - Inclusion Policy
    - Special Educational Needs Policy
    - Health Education policy
    - Behaviour Policy
    - Child Protection Policy
    - Online Safety

Within the context of the above we intend to develop Relationship education in the context of a broad and balanced curriculum that is part of the wider framework of Relationships, Social and Health Education (RSHE); which includes economic education. Relationships education will be fully integrated into the curriculum and not isolated, taken out of context, or over-emphasised in any way. We intend to develop our children's confidence in talking, listening, and thinking about feelings and relationships. We will also support our children through their physical, emotional and moral development by providing them with clear information and opportunities to relate to wider considerations.

We work in partnership with parents, consulting with them on the content and delivery of Relationships education. We also recognise that a range of people from the wider community, such as health professionals, can help to enhance and enrich the delivery of our programme. However, we will ensure that anyone coming into school to help deliver the programme is aware of the school's policy and abides by it.

**Process of Policy Development and Consultation**

This policy is descriptive of current practice in our school in Relationships education. It has been developed through consultation with staff, parents and governors.

Governors were consulted with, regarding the changes in the updated 2026 Statutory Guidance, an information leaflet for parents was shared with the whole school community informing them of these changes.

The policy was shared with parents/carers via the school website and the RSHE Consultation Workshop in September.

A consultation workshop explaining content and vocabulary is held annually in the autumn term for parents/carers. Example materials from the Relationships education are shared at the consultation.

The content of topics is shared with the parents/carers of the year group involved prior to teaching via the Year Group newsletter.

## Implementation

**Curriculum content.**

Relationships education is taught as part of RSHE. We use the Sheffield Primary RSHE curriculum and other age and developmentally appropriate resources to deliver a bespoke curriculum for our children. Relationships education is also taught in other curriculum areas including, Religious education, Science and Computing.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

In Key Stage One children will be taught:

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| Families and people who care about me | • That families are important for children growing up safe and happy because they can provide love, security and stability.<br>• The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.<br>• That the families of other children, 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.<br>• That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.<br>• That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.<br>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. |
| Caring friendships | • How important friendships are in making us feel happy and secure, and how people choose and make friends.<br>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.<br>• That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.<br>• The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.<br>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.<br>• How to manage conflict, and that resorting to violence is never right.<br>• How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. |

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| Respectful, kind relationships | • How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.<br>• The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.<br>• How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.<br>• Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.<br>• That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.<br>• Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.<br>• The conventions of courtesy and manners.<br>• The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.<br>• The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.<br>• What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.<br>• How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. |

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| Online safety and awareness | • That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.<br>• How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.<br>• That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.<br>• The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.<br>• Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.<br>• That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online. |
| Being safe | • What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.<br>• The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.<br>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.<br>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.<br>• How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.<br>• How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.<br>• How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources. |

In EYFS children are supported to manage their feelings and emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably.

In Key Stage 1 sex education is **not** taught. The National Curriculum for Science includes learning about human growth and development. Children will be taught:

Year 1

- To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes).

Year 2

- That humans and animals can produce offspring and these grow into adults.

They will be introduced to the processes of reproduction and growth in animals. The focus at this stage is on questions that help pupils to recognise growth; they will not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

Early Years Foundation Stage children learn about life cycles. Through on-going personal, social, and emotional development they develop the skills to form relationships and think about relationships with others.

**Withdrawal from lessons**

Parents do not have the right to withdraw their children from Relationships education as it is important that all children receive this content.

Parents do not have the right to withdraw their children from topics covered in the statutory science curriculum.

**Teaching Methods and Resources**

Active learning methods which involve children's full participation are used and Relationships education takes place within normal classroom provision.

Staff help children to develop the confidence to talk, listen and think about relationships through the use of the following strategies:

- establishing 'ground rules' (see below)
- role play and drama
- class discussion
- group discussion
- circle time
- reflection time
- Health education digital media

All teachers are committed to delivering Relationships education curriculum.

Staff are careful to ensure that their personal beliefs and attitudes do not influence the teaching

of Relationships education. To this end ground rules have been agreed to provide a common framework within which to teach and to deal with issues.

- No one (staff or pupil) should be expected to ask or answer a personal question.
- No one will be forced to take part in a discussion.
- Meanings of age-appropriate words will be explained in a sensible and factual way.
- Sometimes an individual child will ask an explicit or difficult question in the school setting. Questions do not have to be answered directly and can be addressed later. Staff must use their skill and discretion in these situations and refer to the RSHE lead or Headteacher.
- If a question or comment raises a Child Protection concern the Headteacher will be informed so that Child Protection procedures can be followed.

**Roles and Responsibilities**

The RSHE Leader at this time is Suzanne Marriott. The leader is responsible for the following:

1. In the light of statutory curriculum changes and nationally determined priorities, to monitor the school's practice that will lead to the writing of a policy and scheme of work.
2. To keep up to date with developments in the subject by attending INSET, Workshops, support groups, accessing books and other literature, and sharing this information with colleagues.
3. To bring to the attention of the Headteacher possible developments in the subject.
4. To share expertise and subject knowledge by leading INSET, Workshops, and Staff Meetings.
5. To order, monitor and develop resources, keeping them well organised, labelled and accessible.
6. To advise colleagues on appropriate planning, teaching methods, activities and resources.
7. To lead by example by showing good practice through joint planning, team teaching, working alongside colleagues, and modelling good practice.
8. To make available to parents the resources used if requested.

**The role of parents**

The school is well aware that the primary role in children's Relationships education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's relationships education policy and practice through, for example, newsletters, school prospectus, etc.
- Answer any questions that parents may have about the Relationship education of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Relationships education in the school
- Encourage parents to be involved in reviewing the school policy and making modifications to it as necessary
- Inform parents about the best practice known with regard to Relationships education, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages.

**The role of the Head teacher**

It is the responsibility of the Head teacher to ensure that both staff and parents are informed about our Relationships education policy, and that the policy is implemented effectively. It is also the Head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Headteacher liaises with external agencies regarding the school Relationships education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The Headteacher monitors this policy on a regular basis and reports to Governors, when requested, on the effectiveness of the policy.

**Equal Opportunities**

All teaching and non-teaching staff at our school are responsible for ensuring that all pupils irrespective of gender, ability, ethnicity and social circumstances, have access to the whole curriculum and opportunities to make the greatest progress possible in all areas of the curriculum whilst in our school. Additional support is given as appropriate and following our Special Educational Needs Policy.

Care is particularly taken to ensure that we promote positive gender stereotypes. We also recognise the importance of respecting the diverse family circumstances that exist within our school community and seek out resources to reflect these, for example, single parent families, same sex parents/carers, etc.

**Confidentiality and pastoral Support for Pupils**

All Relationships education information is handled in a sensitive manner and in confidence. All members of staff are approachable to discuss relationship issues with the children.

However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency following protocols laid down in the child protection policy. If the teacher has concerns, they will draw their concerns to the attention of the Head teacher. The Head teacher will then deal with the matter in consultation with health care professionals. (See also Safeguarding Policy).

# Impact

We will know if the curriculum has been successfully implemented if all pupils demonstrate a progression in skills and knowledge. Our quality teaching and learning will be seen across the school with an increase in the profile of RSHE. We measure the impact of our curriculum through a range of methods.

## Assessment, Recording and Reporting

We measure the impact of the curriculum with assessments. Formative assessments are used within each lesson with key questions build into lesson plans. This assessment for learning allows teachers to be flexible with adapting the sequence of learning to ensure that children are knowing more and remembering more. Summative assessments are collected from teachers once every half term, where attainment is judged alongside the key learning objectives/end points using a traffic light system. These judgments are used to inform the subject leader and the class teacher which children are performing below, in-line and above expectations. The assessments give teachers and subject leaders confidence in the progression of skills and knowledge as they can be used to compare throughout the year to see if intended outcomes have been met. Assessments help us to target next steps in learning.

## Pupil Voice and Monitoring

We measure the impact of the curriculum by talking to the pupils and talking to the teachers. The RSHE lead monitors the subject which includes pupil voice, lesson observations and book scrutiny. We believe that the impact of the lessons as the basis of our curriculum is that learning is loved by teachers and pupils across school, teachers have higher expectations and more quality evidence can be presented in books. Evidence of RSHE work can be found in children's RSHE books, FS journals and photographic evidence on Tapestry. All children will be able to speak confidently about their RSHE learning, skills and knowledge.

The elements of human growth and development in the Science curriculum will be evaluated and monitored as part of the Science Leader's rolling programme of monitoring. Science is also assessed for all pupils by each class teacher.

## Monitoring and Review

This policy will be monitored by the RSHE Leader.

## Dissemination of policy

This policy document, having been presented to and agreed by the whole staff and the Governing Body, is available for viewing on the school server and on our website at www.waterthorpeinfantschool.co.uk

## Review

This policy will be reviewed every 4 years or more frequently to meet government legislation.

Review date: Autumn 2030

# Equality Impact Assessment Template

| *Name of policy or project being assessed?* | **Date** |
|---|---|
| Relationships and Sex Education Policy | 01/09/26 |

| *Priority Level* | |
|---|---|
| High | |
| Medium | **X** |
| Low | |

| |
|---|
| **Lead Officer: Shelly Appleby** |
| **Members of the assessment team: Shelly Appleby & Suzanne Marriott** |
| **Others involved in the assessment (peer review/external challenge): Steering Committee members** |

What are the aims of the policy or project?
Relationships education has three main elements that we aim to teach:

- attitudes and values;
- personal and social skills;
- knowledge and understanding.

We aim to work in partnership with parents, consulting with them regularly on the content and delivery of our Relationships education. We also recognise that a range of people from the wider community, such as health professionals, can help to enhance and enrich the delivery of our programme. However, we will ensure that anyone coming into school to help deliver the programme is aware of the school's policy and abides by it.

**Who is the intended customer/service user of this project or policy?**
**Staff, governors, parents and children**

What are the desired outcomes from this project or policy?
**The school delivers effective Relationships education in order to enable the children to make informed decisions about their lives**

**List any other key policies, procedures, projects or strategies that this policy/project has implications on: Equality Scheme, Health and Safety, Inclusion, SEND, Online Safety, Child Protection, Health Education and Behaviour Policy**

| What are the racial, disability and gender equality implications of the policy or project?<br>This policy teaches children about some of the physical differences between boys and girls and there needs to be a sensitive approach to delivery | |
|---|---|
| **Does the policy or project have any significant positive impact for:**<br><br>▪ **Different racial groups**<br>▪ **Disabled persons**<br>▪ **Men and women**<br>▪ **Boys and girls** | **YES ~ This policy takes a sensitive approach to the needs of boys and girls. E.g. 'No-one should be expected to ask or answer a personal question** |
| **Does the policy or project have any significant adverse impact for:**<br><br>▪ **Different racial groups**<br>▪ **Disabled persons**<br>▪ **Men and women**<br>▪ **Boys and girls** | **No** |
| **Do you have any evidence?** | |
| **Is there any way that you could reduce or eliminate the adverse impact or increase positive impact?** | |

| **Action to take :** | | | | |
|---|---|---|---|---|
| **If you have indicated there is a negative impact, can it be justified? N/A** | **YES** | | **NO** | |
| **If you have indicated there is a negative impact and it cannot be justified, is it discrimination? N/A** | **YES** | | **NO** | |
| **If you have answered YES, please list all the changes that you have made to eliminate this discrimination:** | | | | |
| **Please state how will you monitor the policy or project?: Policy review (by staff/governors by dates on policy)** | | | | |

| Signed (Person completing the form): | Date: 01/09/26 |
|---|---|
|  | |