



Relationships, Sex and Health Education Policy

Draft for parent and staff consultation

Proposed implementation date:

1st September 2026

Proposed review date: Summer 2028

1. PURPOSE AND SCOPE

This policy explains how Crawley Ridge Infant School provides Relationships Education and Health Education for children in Reception, Year 1 and Year 2. It also explains the school's position on additional primary sex education.

The curriculum is designed specifically for children aged four to seven. It starts in Reception through the Early Years Foundation Stage and continues through key stage 1. It is taught mainly through PSHE, science, computing, physical education, religious education and the wider life of the school.

The revised Department for Education statutory guidance takes effect on 1 September 2026. The guidance sets outcomes to be achieved by the end of primary education. As an infant school, Crawley Ridge teaches the early knowledge and skills that are suitable and necessary by the end of Year 2. Later primary content is not brought forward simply because it appears in the end-of-primary list.

In this policy, "parents" includes parents and carers.

Sources: [1], [5], [6]

2. STATUTORY FRAMEWORK

As an academy providing primary education, the school must provide Relationships Education and Health Education. It must have regard to statutory guidance issued by the Secretary of State. The school's programme is based on:

- sections 34 and 35 of the Children and Social Work Act 2017 and the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- sections 78 and 80A of the Education Act 2002 and section 403 of the Education Act 1996
- the revised Department for Education statutory guidance for introduction on 1 September 2026
- the Early Years Foundation Stage statutory framework for Reception
- the National Curriculum science programme of study for key stage 1
- the Equality Act 2010, including the Public Sector Equality Duty
- Keeping Children Safe in Education and Working Together to Safeguard Children
- the SEND Code of Practice: 0 to 25 years and DfE guidance on teaching online safety in schools

Keeping Children Safe in Education 2025 is the latest final version available at the date of this consultation draft. The school will check and apply the final safeguarding guidance in force from September 2026 before this policy is formally adopted.

Sources: [1] to [11]

3. DEFINITIONS

3.1 Relationships Education

Relationships Education teaches the knowledge and skills that form the building blocks of positive relationships. At Crawley Ridge this includes families, friendships, kindness, respect, personal boundaries, privacy, body ownership, trusted adults, online relationships and how to report a concern. It does not involve teaching the detail of sexual activity.

3.2 Health Education

Health Education helps children understand physical health, feelings and mental wellbeing, online wellbeing, healthy routines, personal safety, basic first aid and how bodies grow. Correct names for body parts may be taught as part of health, science and safeguarding education without teaching sexual activity.

3.3 Additional primary sex education

Additional primary sex education means teaching about human sexual reproduction beyond the science curriculum and statutory Relationships and Health Education. It is not compulsory in primary schools. The revised DfE guidance recommends that it is normally taught in Years 5 and/or 6. Crawley Ridge Infant School does not teach additional sex education because its pupils leave at the end of Year 2.

Sources: [1], [6]

4. AIMS

The aims of Relationships, Sex and Health Education at Crawley Ridge Infant School are to:

- help children build safe, kind and respectful relationships
- develop self-respect, confidence, empathy, resilience and a positive sense of identity
- help children recognise and name feelings and know when and how to ask for help
- teach simple personal boundaries, privacy, body ownership and permission
- teach accurate, age-appropriate vocabulary for feelings, health and body parts
- help children recognise unsafe or worrying situations, including online, and report them to a trusted adult
- develop healthy routines involving movement, food, sleep, hygiene, dental care and time outdoors
- teach children that abuse or harmful behaviour is never the child's fault
- work openly with parents and make curriculum information and teaching materials available

Sources: [1], [5], [12]

5. AN INFANT-SPECIFIC CURRICULUM

The DfE statutory tables describe content to be covered by the end of primary education. They do not require every item to be taught by the age of seven. Crawley Ridge selects and sequences content according to pupils' age, development, needs and likely experiences.

The infant curriculum concentrates on the following foundations:

- families and people who care for children

- caring friendships, inclusion and resolving small disagreements
- kindness, respect, manners, fairness and simple stereotypes
- feelings, self-regulation, confidence and seeking support
- personal space, permission, body ownership and safe boundaries
- trusted adults, safe and unsafe situations, safe and unsafe secrets and keeping on telling
- basic online privacy, respectful behaviour, age restrictions and reporting worrying content or contact
- exercise, food, sleep, hygiene, dental health, sun safety and medicine safety
- basic emergency awareness and age-appropriate road, fire and water safety
- the key stage 1 science content on body parts, senses, growth, basic needs and offspring growing into adults

The planned infant curriculum does not include lessons on nicotine addiction, vaping, alcohol, illegal drugs, puberty, menstruation, conception, birth, sexual activity, contraception, sexually transmitted infections or pornography. These are later primary or secondary topics. Medicine and unknown-substance safety are taught in simple terms suitable for young children.

If an unexpected safeguarding issue arises or a child asks a question outside the planned curriculum, staff will respond in a brief, age-appropriate and supportive way and follow safeguarding procedures where necessary. This does not turn later-age content into part of the planned infant curriculum.

Sources: [1], [5], [6], [8], [9]

6. CURRICULUM ORGANISATION AND PROGRESSION

Teaching is carefully sequenced from Reception to Year 2. Knowledge and skills are introduced through stories, discussion, play, role play, practical activities and direct teaching. Important ideas are revisited in increasingly clear language as children mature.

Appendix 1 sets out the content and approximate timing for Reception, Year 1 and Year 2. Appendix 2 states the knowledge and skills the school aims for pupils to have by the end of Year 2. Teachers may adjust timing to respond to the class, safeguarding needs or events, but any material change to the published curriculum will be communicated to parents.

The subject leader works with science, computing, PE and other curriculum leaders to avoid unnecessary duplication. The school will share relevant progression information with receiving junior schools so that later primary teaching can build from, rather than repeat or assume, the infant curriculum.

Sources: [1], [5], [6], [11]

7. TEACHING BODY SAFETY AND CORRECT VOCABULARY

Children need language that enables them to describe their bodies, explain personal boundaries and report a concern. The revised statutory guidance states that correct terms for body parts can be taught as part of primary Health Education without describing sexual activity.

At Crawley Ridge, body vocabulary is taught calmly and factually. In Reception, children learn that their body belongs to them and that parts covered by underwear are private. In Year 1, science and safeguarding teaching uses correct names for external body parts, including penis

and vulva, alongside language such as private, safe, unsafe, no and stop. Year 2 revisits this vocabulary so that children can describe a concern clearly and seek help.

Teaching does not ask children to discuss personal experiences in front of the class. It does not describe sexual activity, conception or birth. Parents can see the planned vocabulary and resources before they are used.

Sources: [1], [6], [8]

8. TEACHING AND LEARNING APPROACH

Relationships and Health Education is normally delivered by the class teacher within a safe and supportive classroom environment. Teaching is factual, balanced, positive and suitable for the age and maturity of the pupils.

Teaching methods may include stories, picture books, circle time, discussion, role play, practical activities, carefully selected video clips and digital resources. Staff use clear ground rules, avoid asking pupils to share personal experiences publicly and use fictional examples when discussing sensitive situations.

Teachers check prior knowledge and understanding, identify misconceptions and adapt teaching where needed. Assessment may include observation, pupil discussion, simple tasks, work scrutiny and pupil voice. It is not based on children making personal disclosures.

The school does not use fear, graphic detail or language that makes risky behaviour appear common. Protective teaching is simple and practical, such as recognising a worry, moving away, saying no or stop and telling a trusted adult.

Sources: [1], [5], [12]

9. SAFEGUARDING, CONFIDENTIALITY AND DISCLOSURES

Relationships and Health Education is part of the school's safeguarding provision. Staff follow the Child Protection and Safeguarding Policy and current statutory safeguarding guidance.

Before sensitive teaching, staff remind pupils that adults cannot promise to keep a safeguarding concern secret. If a child says something that suggests they or another child may be at risk, the member of staff will listen, avoid investigating, record the concern accurately and report it promptly to the Designated Safeguarding Lead.

Children are taught that they will not be blamed or be in trouble for asking for help. They are encouraged to tell a trusted adult and to keep telling until someone helps. Staff do not tell parents about a disclosure before taking advice from the Designated Safeguarding Lead where this could increase risk or compromise safeguarding action.

Sources: [1], [8], [9]

10. EQUALITY, INCLUSION AND SEND

Teaching reflects the Equality Act 2010 and the school's duties to prevent discrimination, advance equality of opportunity and foster good relations. Children learn in simple, positive language that people and families can be different and that everyone should be treated with respect.

Examples may include single-parent families, same-sex parents, families headed by grandparents, kinship carers, adoptive families, foster families and looked-after children. No child will be asked to describe or defend their family circumstances.

Relationships and Health Education must be accessible to all pupils. For pupils with SEND, staff may adjust vocabulary, pace, repetition, visual support, group size, sensory demands and method of response. Safeguarding messages will remain clear and will not be removed because a child has additional needs.

The school will consider pupils' religious and cultural backgrounds while ensuring that statutory content, safeguarding and equality requirements are met.

Sources: [1], [7], [10]

11. RESOURCES AND EXTERNAL VISITORS

Before use, the school checks that resources are accurate, age and stage appropriate, evidence-based, accessible, unbiased, consistent with this policy and sensitive to pupils' needs. Resources are reviewed in full rather than selected only from a supplier's summary.

External visitors may support teaching, but the school remains responsible for the lesson. The school will check the visitor's suitability, review the lesson plan and materials in advance, confirm safeguarding and confidentiality arrangements and ensure that a member of staff remains present and responsible.

The school will not enter into an arrangement that prevents parents from seeing Relationships, Sex and Health Education materials used with pupils.

Sources: [1], [11]

12. PARTNERSHIP AND CONSULTATION WITH PARENTS

Parents are their children's first educators and the school will work openly with them. Parents will be told what is taught and when and will be able to ask questions about the school's approach.

When developing or reviewing this policy, the school will:

- share the draft policy and infant curriculum overview with parents and staff
- explain how the curriculum supports relationships, health, wellbeing and safeguarding
- provide a clear period for comments and questions
- show representative examples of planned resources and allow all materials to be viewed on request
- seek suitable pupil feedback through age-appropriate discussion
- consider the views received and record the main themes and any changes made
- present the final policy to the Local Academy Board for approval
- publish the approved policy on the school website and provide a free copy to anyone who asks

Consultation is not a vote and does not give parents a veto over statutory Relationships or Health Education. It helps the school ensure that teaching is suitable, clear and responsive to its pupils and community.

Sources: [1]

13. RIGHT TO WITHDRAW

Parents do not have the right to withdraw a child from Relationships Education, Health Education or the National Curriculum science content taught at Crawley Ridge Infant School.

The school does not teach additional primary sex education. There is therefore no planned additional sex education lesson from which a child can currently be withdrawn.

If the school ever proposes to introduce additional primary sex education, it will consult parents about the detailed content, update this policy and explain the right to withdraw before teaching begins. In a primary school, the headteacher must grant a parent's request to withdraw a pupil from sex education that is additional to the science curriculum.

Sources: [1], [6]

14. PUPILS' QUESTIONS

Staff answer pupils' questions honestly, calmly and in a way that is suitable for the child's age and understanding. A question may be answered with the class, in a small group or individually depending on its nature.

When a question goes beyond the planned infant curriculum, the teacher will support the child rather than dismiss the question. This may include a short factual answer, saying that some detail is better discussed at home or when the child is older, encouraging the child to speak with a parent or trusted adult or seeking advice from the subject leader or Designated Safeguarding Lead.

Parents are not automatically contacted simply because a child asks a sensitive question. Professional judgement will be used. Any safeguarding concern will be managed under the Child Protection and Safeguarding Policy.

Sources: [1], [8]

15. ROLES AND RESPONSIBILITIES

15.1 Local Academy Board

The Local Academy Board approves the policy and holds the headteacher to account for its implementation. It seeks assurance that content is suitable for an infant school, teaching is accessible, parents receive clear information and safeguarding requirements are met.

15.2 Headteacher

The headteacher is responsible for consistent implementation, staff training, parent consultation, access to materials and ensuring that the planned curriculum remains appropriate for Reception, Year 1 and Year 2.

15.3 PSHE / RSHE Subject Leader

The subject leader coordinates curriculum planning, checks progression, reviews resources, supports staff, monitors teaching, considers pupil and parent feedback and reports to leaders and governors.

15.4 Staff

- deliver teaching sensitively and consistently

- model respectful attitudes and language
- adapt teaching to meet pupils' needs, including SEND
- respond appropriately to questions and safeguarding disclosures
- monitor pupil understanding and arrange extra support where needed
- raise concerns about content, resources or delivery with the subject leader or headteacher

Staff do not have a right to opt out of teaching statutory Relationships or Health Education. Concerns will be discussed with the headteacher so that suitable support or training can be provided.

15.5 Pupils

Pupils are expected to take part, follow agreed discussion rules and treat others with kindness and respect.

Sources: [1], [12]

16. PROFESSIONAL DEVELOPMENT

The subject leader attends relevant training and shares updates with staff. Relationships and Health Education forms part of staff induction and continuing professional development. Training includes the infant curriculum, handling questions, SEND accessibility, safeguarding and disclosures and the safe use of resources and visitors.

Sources: [1], [8]

17. MONITORING, EVALUATION AND REVIEW

The subject leader monitors the intent, implementation and impact of the curriculum through planning review, learning walks, resource and work scrutiny, staff discussion, assessment information, pupil voice and parent feedback.

The Local Academy Board receives assurance about statutory compliance, infant age suitability, accessibility, safeguarding, consultation and the quality of resources and external provision.

This policy will be reviewed every two years and earlier if legislation, statutory guidance, safeguarding requirements or the school curriculum changes. Each review will include consultation with parents and suitable engagement with pupils and staff.

Sources: [1], [12]

18. RELATED SCHOOL POLICIES AND DOCUMENTS

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Anti-bullying Policy
- Online Safety Policy
- Computing Policy
- PSHE Policy and curriculum
- Science Policy and curriculum

- SEND Policy and SEND Information Report
- Equality Policy and objectives
- Teaching and Learning Policy
- Intimate Care Policy
- Health and Safety Policy
- Educational Visits Policy
- Staff Code of Conduct
- Visitor procedures
- RE Policy and curriculum
- Vision and Values document

Appendix 1: Infant Relationships and Health Education curriculum map

This map is specific to Reception, Year 1 and Year 2. Teaching may be revisited at other points in the year and adjusted to meet pupils' needs. Any significant change to the published content will be communicated to parents. Resources remain subject to the checks and parent-access arrangements in this policy.

Year group	Term	Topic and intended learning	Resources / delivery
Reception	Autumn	Families and trusted adults • Talk about people who care for us and identify trusted adults at home and school. • Recognise that families can look different and are characterised by love and care. • Know that no child should be treated unkindly because of their family.	Stories, pictures and class discussion.
Reception	Ongoing	Feelings and self-regulation • Name common feelings and notice how feelings can affect the body and behaviour. • Practise simple calming strategies and know that difficult feelings can be shared with a trusted adult.	Feelings board, stories, play and adult modelling.
Reception	Ongoing	Friendships, kindness and personal space • Take turns, listen, share and include others. • Learn simple words such as please, no, stop and can I? • Respect another child's personal space and seek adult help when a friendship problem cannot be solved.	Stories, role play, circle time and daily routines.
Reception	Spring and ongoing	Online safety • Use devices with adult support. • Ask an adult before sharing information or opening unfamiliar content. • Tell a trusted adult if something online is upsetting, worrying or confusing.	Safer Internet Day and age-appropriate computing resources.
Reception	Ongoing	Healthy bodies and routines • Notice how movement makes the body feel. • Understand that a range of food, sleep, hygiene, outdoor play and rest help the body stay healthy. • Manage personal needs with increasing independence.	PE, snack and cooking activities, stories and daily routines.
Reception	Ongoing	Body safety and help-seeking • Know that their body belongs to them. • Understand that parts covered by underwear are private. • Say no or stop, move away and tell a trusted adult about touch or behaviour that worries them. • Understand that unsafe behaviour is never the child's fault.	School-selected safeguarding resources shown to parents.
Reception	Autumn / Spring	People who help us and emergencies • Recognise adults who help in an emergency. • Know that 999 is used for serious emergencies and that children should get an adult.	Visitors such as paramedics where available; role play.
Year 1	Autumn	Families, respect and belonging • Revisit different family structures and identify how caring adults help children feel safe. • Show respect for people who are different and challenge simple unfair comments with adult support.	Stories, PSHE discussion and school values.

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Year group	Term	Topic and intended learning	Resources / delivery
Year 1	Autumn	Science, body names and senses • Identify, name, draw and label the main parts of the human body and link them to the senses. • Use correct names for external body parts, including penis and vulva, in a factual science and safeguarding context. • Reinforce that private parts are private and that personal boundaries should be respected.	National Curriculum science and agreed safeguarding resources.
Year 1	Spring and ongoing	Online relationships and privacy • Keep passwords and personal information private. • Understand that people may behave differently online or may not be who they say they are. • Stop, close or leave worrying content and tell a trusted adult.	Smartie the Penguin, Digiduck, Jessie and Friends and computing curriculum.
Year 1	Spring / Summer	Caring friendships and conflict • Recognise qualities of a healthy friendship. • Understand that friendships can have ups and downs and can often be repaired. • Use peaceful words and adult support to manage disagreement. • Know that everyone may feel lonely sometimes and can ask for help.	On Sudden Hill, 1Decision, stories and circle time.
Year 1	Ongoing	Self-respect, strengths and feelings • Identify strengths, interests and goals. • Recognise relaxed, worried, angry or tense feelings and practise ways to calm down. • Know which adults can help when feelings become hard to manage.	SEAL / PSHE activities, stories and class routines.
Year 1	Summer	Health protection and medicine safety • Understand sun safety, handwashing, dental care, sleep and healthy routines. • Know that medicine is only taken from a trusted adult and that unknown substances should not be touched or tasted.	Science, geography and PSHE resources.
Year 1	Summer	Science: living things and growth • Learn about animal characteristics, eggs or live young, mammals feeding babies milk, plant growth and care for living things.	National Curriculum science.
Year 2	Autumn and ongoing	Friendships, inclusion and bullying • Revisit friendship qualities, inclusion and respectful disagreement. • Recognise when a friendship is making someone unhappy or uncomfortable. • Understand that repeated targeted unkindness may be bullying and should be reported to an adult. • Know that violence is never a suitable way to solve conflict.	Circle time, stories, class discussion and 1Decision.
Year 2	Autumn	Boundaries, body ownership and safe touch • Use clear words for personal space, permission, safe, unsafe, private, no and stop. • Distinguish appropriate, inappropriate and unsafe touch in simple scenarios. • Understand that secrets about safety should be shared. • Identify trusted adults and keep asking for help until heard.	Safeguarding stories, role play and reviewed PSHE resources.

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Year group	Term	Topic and intended learning	Resources / delivery
Year 2	Autumn and ongoing	Online safety and behaviour • Apply respectful behaviour online and protect passwords and personal information. • Know that online pictures and messages can be copied or passed on. • Understand that games, apps and services have age restrictions for safety. • Ask an adult before contacting unknown people, sharing an image or making a purchase. • Report unkind, worrying or confusing content or contact.	Purple Mash, search activities, Smartie the Penguin, Digiduck and Jessie and Friends.
Year 2	Autumn	Healthy routines, illness prevention and emergency help • Understand balanced food choices, activity, sleep, hygiene, dental care and sun safety. • Know that vaccines help protect people from some illnesses. • Know that medicines and household substances can be harmful if used incorrectly. • Practise making a clear emergency call and getting adult help.	PE, science, PSHE and 1Decision health resources.
Year 2	Autumn	Science: humans and other animals • Know that animals, including humans, have offspring that grow into adults. • Describe the basic needs of animals and humans for water, food and air. • Explain the importance of exercise, suitable food and hygiene. • Pupils are not expected to understand how reproduction occurs.	National Curriculum science.
Year 2	Spring	Responsibility, feelings, change and loss • Take responsibility for actions, repair mistakes, set goals and build independence. • Use a wider vocabulary for feelings and recognise when support is needed. • Discuss change, loss and bereavement sensitively and understand that people respond differently.	Stories, circle time, 1Decision and transition activities.
Year 2	Summer	Personal safety and basic first aid • Revisit road safety and introduce simple fire and water safety messages. • Recognise hazards and know when to move away and get an adult. • Know how to call 999 and describe where help is needed. • Learn simple responses to common minor injuries under adult guidance.	School safety curriculum, practical demonstrations and emergency role play.
Year 2	Summer	Respectful relationships and transition • Build new friendships, work with different children and show teamwork and resilience. • Manage endings and change and know how to seek help during transition to junior school.	Adventure day, sports day, enterprise project and end-of-year activities.
Year 2	Summer	Science: life cycles • Observe animal and plant life cycles, including fertilised eggs in animals where relevant to the science topic. • Focus on growth and change, not the mechanism of human reproduction.	National Curriculum science.

Sources: [1], [5], [6], [11], [12]

Appendix 2: Expected knowledge and skills by the end of Year 2

These are Crawley Ridge Infant School's intended outcomes. They are not a claim that every end-of-primary statutory outcome has been completed by age seven.

Families and relationships

- identify people who care for them and trusted adults who can help
- understand that families can look different and should be treated with respect
- describe simple features of a caring friendship, including kindness, honesty, sharing and inclusion
- recognise that friendships can have difficulties and use peaceful ways to repair them
- recognise repeated targeted unkindness as possible bullying and report it to an adult
- show courtesy, respect and fairness and challenge simple stereotypes or unfair comments with adult support

Feelings and wellbeing

- name a range of feelings and describe simple physical signs of those feelings
- use basic self-regulation strategies and know when to seek support
- understand that loneliness, worry, sadness, anger and grief can be talked about with a trusted adult
- identify personal strengths, interests and goals and understand that mistakes can be repaired

Boundaries and safeguarding

- understand that their body belongs to them and that private parts are private
- use correct, age-appropriate words for body parts and words such as no, stop, safe, unsafe and private
- ask for and respect permission in everyday situations such as play, personal space and physical contact
- recognise simple examples of appropriate, inappropriate and unsafe touch or behaviour
- understand that a secret about safety should be shared with a trusted adult
- tell a trusted adult about a concern and keep telling until someone helps
- understand that abuse or unsafe behaviour is never the child's fault

Online safety

- keep passwords and personal information private
- understand that people online may not be who they say they are
- recognise that messages and images can be copied or passed on
- understand that age restrictions help protect children
- ask an adult before contacting someone unknown, sharing an image or making a purchase
- stop, close or leave worrying content and report it to a trusted adult

Physical health and safety

- explain that movement, a varied diet, sleep, hygiene, dental care, rest and time outdoors support health
- understand sun safety and basic ways to reduce the spread of germs
- know that medicines are only taken from a trusted adult and unknown substances should not be touched or tasted
- recognise basic road, fire and water safety messages
- know that 999 is used for emergencies and give simple information to an emergency operator with adult support

Science linked to the policy

- name and label the main parts of the human body and link body parts to the senses
- know that animals, including humans, have offspring that grow into adults
- describe the basic needs of humans and other animals for water, food and air
- understand the importance of exercise, suitable food and hygiene
- understand that Year 2 science focuses on growth and does not require pupils to explain how reproduction occurs

Sources: [1], [5], [6]

Appendix 3: Source register

Sources were checked on 16 June 2026. Official government and legislative sources have been used. Source [12] is the school's previous policy and is used only for school-specific context and existing curriculum information.

[1] Department for Education, Relationships Education, Relationships and Sex Education and Health Education: statutory guidance for introduction on 1 September 2026, published July 2025.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

[2] Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, SI 2019/924. <https://www.legislation.gov.uk/uksi/2019/924/contents/made>

[3] Children and Social Work Act 2017, sections 34 and 35. <https://www.legislation.gov.uk/ukpga/2017/16/contents>

[4] Education Act 2002, sections 78 and 80A, and Education Act 1996, section 403.

<https://www.legislation.gov.uk/ukpga/2002/32/contents>

[5] Department for Education, Early Years Foundation Stage statutory framework for group and school-based providers, effective from September 2025. <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

[6] Department for Education, National Curriculum in England: science programmes of study for key stages 1 and 2. <https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study>

[7] Equality Act 2010 and Department for Education advice on the Equality Act for schools.

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

[8] Department for Education, Keeping Children Safe in Education 2025, the latest final version at the date of this draft. The version in force from September 2026 must be checked before approval.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

[9] Department for Education, Working Together to Safeguard Children 2026.

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

[10] Department for Education and Department of Health and Social Care, SEND Code of Practice: 0 to 25 years.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

[11] Department for Education, Teaching Online Safety in Schools.

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

[12] Crawley Ridge Infant School, Relationships and Sex Education Policy, approved 11 July 2024. School document