

# William Cassidi Church of England Primary School

## Relationships, Sex and Health Education Policy Statement

*'Life in all Fullness'*  
*(John 10:10)*



As a school, we want to provide children with the very best education. To let them experience life in all its fullness and living with all their heart. Our main core value of love underpins all that we do. Our school is Christ-centred and our core Christian values of love, respect, courage, service and resilience flow through every aspect of school life. It is on this bedrock that we provide an excellent education for the children who attend our school. We want every child to be the very best that they can be and to recognise that they are precious, loved and valued.

## Contextual Relevance of RSHE at William Cassidi

In our context, RSHE is an integral part of the balanced curriculum we deliver at William Cassidi Church of England Primary School; it is accessible to all children and will enable children to become healthy (both in body and mind), in addition to becoming responsible members of the local community and wider world.

At William Cassidi Church of England Primary School we believe all children should understand how they are developing personally and socially; we support children and their families with many of the moral, social and cultural issues that are part of growing up today, thus developing their resilience. The wider curriculum provides children with opportunities to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society; respect is one of our core values. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and serving the wider community.

## Definitions

For the purposes of this policy 'Relationships Education' is defined as teaching pupils about the building blocks of healthy, respectful relationships, focusing on family and friendships, including on and offline. It gives children and young people the essential skills to build positive, enjoyable, and non-exploitative relationships.

For the purposes of this policy 'Relationships and Sex Education' is defined as teaching pupils about lifelong learning regarding physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love, and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

For the purpose of this policy 'Health Education' is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

## The Aim of RSHE at William Cassidi Church of England Primary School

The aim of RSHE in our school is to provide balanced and factual information (including correct terminology) about physical and emotional

changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health.

Our RSHE programme aims to prepare pupils for a life in which they can:

- Develop positive values that will guide their decisions, judgements, and behaviour.
- Understand the consequences of their actions and behave responsibly within personal relationships.
- Have the confidence and self-esteem to value themselves and others. Our vision is for children to 'live a life in all fullness' – children therefore need to have respect for themselves and to gain the skills to judge what kind of relationship they want. This will enable our school vision to be lived.
- Communicate effectively by developing the appropriate language for sex and relationship issues.
- Understand seeking permission and consent.
- Develop awareness of their evolving sexuality, gender identity, challenge sexism and prejudice, which is inclusive to all children and young people.
- Have sufficient information and skills to protect themselves in a variety of situations including from exploitation.
- Be aware of where they can get advice and support if needed.

This policy works in conjunction with the following policies: Safeguarding (including child sexual exploitation), Behaviour, SEND, Equal Opportunities, Anti-bullying, Mental Health and Well-being, Personal, Social and Health Education, Spiritual, Social, Moral and Cultural Development.

### Roles and Responsibilities

*The Chair of Governors is responsible for:*

- Strategically ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective monitoring and self-evaluation via Link Governor visits.

- Ensure teaching is delivered in ways that are accessible to all pupils – including those with SEND.
- Strategically assess how the subject is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Ensure that the teaching of RSE aligns with the Church of England legislation

*The Headteacher / RSHE lead is responsible for:*

- The overall implementation of this policy and reviewing annually.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- 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 and subject as a whole.
- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, [sex] and health curriculum.
- Ensuring the relationships, [sex] and health curriculum is inclusive and accessible for all pupils.

*Teachers are responsible for:*

- Planning and delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements and using age appropriate and correct vocabulary.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.

- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Liaising with the School Nurse, where appropriate, to support the delivery of the curriculum.
- Working with the relationships, sex and health education subject leader (Headteacher) to evaluate the quality of provision.

### Phase Content of RSHE

Across each phase teachers will follow a personally written scheme which draws on previous knowledge and takes into account current needs and issues. It allows teachers to be creative and deliver the lessons in the best way for the current year and is adaptable and changeable as it needs to be.

In Early Years, the focus is on developing, improving and embedding social skills so that each child can play, work and learn together, share toys and take turns.

In Key Stage One, the children continue to have positive and friendly relationships and develop skills such as learning to make sensible choices, the importance of healthy relationships and the ability to be honest and make choices based upon their learning especially when linked to drug education, RSE and healthy lifestyles.

Throughout Key Stage two these skills continue to be developed through deeper understanding and we encourage the children develop aspirations to explore the wider world, learn to manage money and know who and when to talk to someone when needed.

### Curriculum Organisation

The delivery of the relationships education and health education will be delivered as part of the school's PSHE curriculum; we adapt the Jigsaw scheme to teach PSHE. The PSHE curriculum map can be accessed by any stakeholder at any time and is available on the school website. Additional projects in school e.g. 'The Fiver Challenge' and NSPCC Pantosaurus projects will also support with the teaching of RSHE content

in an impactful and age-appropriate way. All learning linked to the relationships and health curriculum have been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance.

### Sex Education

The DfE recommends that all primary schools should have a sex education programme in place. This should be tailored to the age, and physical and emotional maturity of pupils, and should ensure that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes:

- Teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

The age and development of pupils is always considered when delivering sex education and tailored to the maturity and needs of the current year group.

All staff will use scientifically correct vocabulary to avoid misunderstandings and ambiguity. The words which will be used are: penis, vulva, vagina, testicle, scrotum, breasts and pubic hair. School will always contact parents/carers via a letter before the teaching of this content. Any resources or materials used to support learning will be formally assessed by the Headteacher before use to ensure they are appropriate for the age and maturity of pupils.

### Protected Characteristics

Our relationships and sex education curriculum is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. Pupils will be taught about LGBTQ+ from Early Years onwards due to the lived experience of our school and wider community. LGBTQ+ will be taught formally in Upper Key Stage 2, with a focus on pupils developing an understanding that there are a variety of relationships and family patterns in the modern world. We will always consider the development and maturity of pupils before teaching this topic. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions

sensitively, honestly, and appropriately to the pupil's age. We ensure that all teaching resources and materials are appropriate for the age and maturity of pupils, their religious backgrounds and sensitive to their needs. These are reviewed annually to ensure they are still appropriate.

### External Partners

External partners may be invited to assist from time to time with the delivery of this programme e.g. the school nursing team. We will ensure that the teaching delivered by the external partner fits with the planned curriculum and this policy. The use of external partners is to enhance curriculum rather than as a replacement for the teachers delivering the curriculum.

Before delivery of the session, we will discuss the partner's lesson plan and any materials the partner intends to use and ensure that the content is age appropriate for the pupils and meets pupil's needs. We will ensure any external partner complies with the Child Protection and Safeguarding Policy.

### Cross-Curricular Links

We seek to draw links between Relationships, sex and health education and other curriculum subjects wherever possible. Relationships, sex and health education will be linked to the following subjects in particular: -

- Science - pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- Computing - pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- PE - pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- Citizenship - pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- PSHE - pupils learn about respect and difference, values and characteristics of individuals, in the local context and wider community

### Engagement with Parents and Carers

A RSHE statutory consultation has taken place with the wider school community, including governors. If any changes are made to the content of the RSHE policy or taught curriculum content a further consultation will take place.

We understand the important role parents and carers play in enhancing their children's understanding of relationships, sex and health. We also understand how important parents/carers views are in shaping the curriculum. We work closely with parents and carers by establishing open communication – all parents and carers are asked to engage in the development and delivery of the policy through some of the following:

- Questionnaires and surveys
- Meetings (parent workshops) or discussions with staff via phone calls and/or daily handovers
- Newsletters and letters
- Website

Parents are provided with access to the following information:

- The content of the relationships, sex and health curriculum (website)
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group (year group letters sent by class teacher)
- The legalities surrounding withdrawing their child from the subjects (withdrawal application form)

### Right to Withdraw from Sex Education

Relationships and health education are statutory in primary school and parents do not have the right to withdraw their child from these subjects. Parents have the right to request that their child be withdrawn from some or all of sex education delivered (other than what must be taught as part of the statutory science curriculum). The Headteacher and PSHE lead will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The Headteacher will document this process to ensure a record is kept following the completion of the withdrawal application form.

The Headteacher, class teacher or PSHE lead may discuss with parents the benefits of receiving this important education and any detrimental



effects that withdrawal might have on the child. This includes social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. Once those discussions have taken place, the Headteacher will respect the parents' request to withdraw the child except where in respect of content that must be taught as part of the science curriculum. This process is the same for pupils with SEND. However, there may be exceptional circumstances where the Headteacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

The Headteacher will not grant a request to withdraw a pupil from any sex education delivered as part of the science curriculum. If a pupil is withdrawn from sex education, the pupil will receive appropriate, purposeful education during the period of withdrawal.

### Staff Training

All staff members will receive appropriate training if requested or highlighted as a need to ensure they are up-to-date with the relationship, sex and health education programme and any associated issues. There will be planned staff meetings to discuss and inform staff about developments in RSHE. Training of staff will also be scheduled around any updated guidance on the programme and any new developments.

### Bullying and Confidentiality

Any bullying incidents arising out of the relationships, sex and health education, such as those relating to protected characteristics e.g. sexual orientation, will be dealt with as seriously as any other bullying incidents in school in accordance with the Behaviour Policy and/or Anti-bullying policies.

Confidentiality within the classroom is an important aspect of relationships, sex and health education and teachers should respect the confidentiality of pupils as far as possible. Pupils will be informed of the duty of confidentiality and will be made aware of what action may be taken if they choose to report a concern or make a disclosure.

If a teacher has any suspicion of inappropriate behaviour or potential abuse, or if any reports are made during lessons because of the content of the curriculum this will be reported to the Designated Safeguarding Lead and this will be dealt with in line with the Child Protection and Safeguarding Policy.

### Monitoring and Evaluating the Policy

This policy will be monitored and reviewed on an annual basis by the relationships, sex and health education (Headteacher) and Governing body. 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.

Approved by Governors: July 2025

Date for renewal: July 2026

## Parent / Carer Form: Withdrawal from Sex Education

To be completed by parents/carers:

Name of child	
Class	
Name of parent/carers	
Reasons for wish to withdraw child from Relationship, Sex Education.	
Any other information you would like school to consider.	
Date of request	
Signature of parent/carers	

To be completed by school:

Agreed actions from the discussion with parents / carers. Include notes from the meeting.	
Date of meeting with parents/carers	
Signature of Headteacher	