CASSIOBURY INFANT & NURSERY SCHOOL

RELATIONSHIP,

SEX AND HEALTH EDUCATION POLICY

Author	Charlotte Cooper
Original Date	January 2020
Review Date (following revised document July 2025)	June 2026
Adopted by	GB
Review period	3 years
Date of Next Review	September 2029

This policy covers our school's approach to Relationship, Sex Education and Health Education, not only in lessons but through the attitude of our staff and pupils alike, our ethos and approach and commitment to equality both within and outside of the classroom.

We recognise that as a school we have a legal responsibility under The Relationships Education, Relationship and Sex Education and Health Education (England) Regulations 2025, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education. Sex education is currently **not** compulsory in Primary Schools. There is no right to withdraw from the national curriculum.

As part of the Education Act 2002 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.

We have a responsibility under the Equality Act 2010 to ensure the best for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or whether they are Children Looked After. As a result, Relationship, Sex Education and Health Education needs to be sensitive to the different needs of individual pupils and may need to adapt and change as the pupils of the school change. Not only does the teaching need to be sensitive of these needs, but also to help the pupils realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or prejudice-based language. Pupils will learn that everyone has the right to feel safe and respected. Violence, harassment and bullying behaviour are never acceptable. Teaching will promote kindness, respect, equality and positive role models.

We acknowledge that in order for children to embrace the challenges of creating a happy and successful adult life, they need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. We understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience, to know how and when to ask for help.

Whilst as a school we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals.

AIMS OF OUR RSE POLICY

To provide a learning environment in which pupils can develop their feelings of self-worth and confidence especially in relation to others. This will include developing the following skills:

- Valuing themselves as unique individuals
- Keeping themselves and others healthy and safe
- Communication
- Decision making and assertiveness
- Knowing how and where to gain information and support and participating in society.

As part of our Relationship Education policy we follow The Kapow Primary RSE and PSHE Education. Further information can be found further on in this policy or on their website Kapow information for parents

DEFINITION OF RELATIONSHIP EDUCATION

The Department for Education defines relationships education as, ***teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults.*** However, we believe comprehensive relationship education is designed to help children to develop the skills to recognise and manage healthy relationships. It is designed to build self-esteem and to explore personal identity.

It is about helping children understand and make sense of the world they are growing up in; to recognise the differences and similarities between their peers and their families; recognise change, loss and understand their own mental well-being and understanding that people may experience grief, bereavement and loss in different ways and learning how to seek support when needed. To understand the fact every human being is unique and has the right to be respected. There are many different family structures and all children have the right to feel safe. Comprehensive relationship education has been shown to help keep children safe by allowing them to understand appropriate and inappropriate touch, to realise that their body belongs to them. It is about building the foundations of an understanding of consent and personal boundaries; in that no one has the right to touch you in a way you don't like but also the difference between public and private behaviours.

It is important for children to know the names and functions of their body and to be reassured it is natural to be curious about them. Indeed, by teaching children the correct terms for their private parts, children are proven to be safer from abuse.

It is important that children are aware of personal safety and we will ensure the children are aware of:

- Road safety
- Water safety
- Rail safety
- Public place safety
- Risk recognition

It is important for the children to learn about online safety. Pupils are taught, in an age-appropriate way:

- How to keep themselves safe online
- That people online are not always who they say they are
- The importance of not sharing personal information
- That they should speak to a trusted adult if something worries them
- About respectful behaviour in digital communication

This is taught in line with safeguarding expectations and reinforces our duty to protect pupils from harm.

In addition, we believe comprehensive relationship education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and the confidence to ask for help when they feel unsafe. This is a required element of the Health Education Guidance.

TEACHING AND LEARNING

Relationship Education should not be taught in isolation but should be firmly rooted within the framework for the National Curriculum including PSHE. We teach Relationship Education in the context of the school's aims and values and through different aspects of the curriculum. While we carry out the main Relationship Education teaching in our PSHE curriculum (see PSHE policy), we also teach some Relationship Education through other subject areas (e.g. Science and RE).

We believe that:

- Children should be taught to have respect for their own bodies
- Children should learn about their responsibilities to others
- It is important to build positive relationships with others, involving trust and respect
- Children need to learn the importance of self-control

In Science we teach children that animals, including humans are part of a life cycle, move, feed, grow and reproduce, and we also teach them about the main external parts of the body.

In PSHE and Relationship Education we teach children about relationships and change and growth and we encourage children to discuss issues and share their feelings.

Children's questions may arise at any time and are dealt with in an honest, sensitive and age appropriate way. The class teacher has a vital role in this. Issues are never forced but every opportunity is taken to prevent misunderstanding and confusion. We recognise that young children will use language which is not necessarily biologically correct but is age appropriate.

ANSWERING CHILDREN'S QUESTIONS:

We are aware that children are likely to have many questions that may occur at any time. Children tend to ask whatever is on their mind. We see this as a positive point and a sign that we have created a safe environment where children feel empowered to feed their natural curiosity and learn about themselves, their bodies and the world around them.

In the age of information, where children have access to tablets, smart phones and the internet it is essential that we help children to recognise they are able to ask questions without judgement rather than searching for answers on the internet.

We believe that if children ask a question they deserve an answer. If ignored they merely build unnecessary barriers, making children think they have done something wrong; they are unlikely to ask again, and are instead left to seek their answers from less reliable or child friendly sources, due to shame. However uncomfortable the question may be, the thought is already in their head. It is much better we as safe adults take responsibility and tackle the question safely and age appropriately, both at home and at school.

Staff have received training as to how to deal with children's questions age appropriately. This will be done consistently across the school as follows:

- Children will be praised for asking questions. We wish to encourage children to seek answers from safe adults
- If a question is relevant to the whole class, we will answer it to the whole group

- However, as with any other subject, there may occasionally, be the need to differentiate depending on children's knowledge and experience. Some children may need additional information or support compared to others
- If the member of staff doesn't have an answer or doesn't know, they will say so. There is no shame in not knowing the answer but the member of staff should make an effort to help the child to find the answer later.
- If the member of staff is not sure how best to answer a particularly tricky question, our suggested response is: *"That is a brilliant question, I would like to give you an equally brilliant answer, so let me have a think about it and once I know the best way to explain it clearly I will come back to you"*
- This will allow teaching staff time to think, seek help, advice or support from colleagues, to speak to senior management or to liaise with parents.
- If a child asks a question we know parents may be uncomfortable with, staff may choose to delay answering the question (as above) until they have spoken to the parent/carer if possible and talk through their response
- Teachers will answer questions openly, honestly, scientifically and factually without relying on their own personal beliefs. Teachers will not be expected to answer personal questions about themselves or to ask direct personal questions of their pupils that could make either parties vulnerable

SEX EDUCATION IN THE NATIONAL CURRICULUM

Within the National Curriculum for Science, pupils should be taught:

At key stage 1 (5-7)

- That humans move, feed, grow, use their senses and reproduce;
- To name and draw the main external parts of the human body;
- That humans grow from babies into children and then into adults, and that adults can produce babies;
- To recognise similarities and differences between themselves and other pupils;
- To describe the importance for humans to exercise, eating variations of food and keeping hygienic.

We follow the Kapow Scheme for PSHE, the outline of the teaching is below:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
1	My healthy self: How can we look after our emotions?	Connecting with others: How can I help myself and others feel happy and safe?	The online world: How do we spend time online?	Citizenship: How can I help others and the environment?	Health protection: How can I protect myself and others in daily life?	Staying safe: How can I stay safe?
2	My healthy self: How can we look after our bodies?	Connecting with others: How can I build safe, kind and caring relationships with others?	The online world: How can we stay safe online?	Citizenship: How do people belong to a community and earn money?	Growing up: How can we look after and respect our bodies as we grow?	Staying safe: How can I make safe choices in different places?

THE ROLE OF PARENTS

This school is aware that the primary role in children's Relationship, Sex Education and Health Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents and carers of children at our school through mutual understanding, trust and co-operation.

In promoting this objective we will:

- Inform parents about the school's Relationship, Sex Education and Health Education policy and practice

- Answer any questions that parents may have about the Relationship, Sex Education and Health Education of their child
- Take seriously any issue that parents raise with teachers or governors about this policy
- Will share with parents the termly plan for teaching alongside vocabulary that will be taught

PARENTS AND PARENTAL RIGHTS

We believe that successful teaching around Relationship Education can only take place when parents and school work together. Especially, considering we both want children to grow up safe and happy in healthy relationships, with the ability to manage their emotions and speak up when they feel unsafe. Therefore, we are committed to working together with parents.

- We endeavour to be transparent and give parents information about all the programmes and lessons we deliver around Relationship Education as we recognise it can be a sensitive subject for some families for a number of reasons.
- All new parents to our school will be given information about the Relationship, Sex Education and Health Education programmes we run as part of their induction to the school, including information of how they can get a copy of this policy.
- We recognise the importance of parents knowing about the content of the lessons so they can carry on the conversations at home and have an opportunity to talk to their children about their own families, beliefs and values.
- Before the lessons are delivered in school, we will send home information to parents to inform them of the lessons delivered. If parents have any concerns, special circumstances we should be aware of, or would like any further information we will have a designated time for them to come into school.
- We recognise under the guidance for Relationship Education, Relationship & Sex Education and Health Education (DfE 2025), parents retain the right to request their child is removed from some or all of the elements of sex education which go beyond the national curriculum for science. Maintained schools are required to teach about the main external body parts and changes to the human body as it grows from birth to old age.
  There is no right to withdraw from the national curriculum.

CONFIDENTIALITY

Teachers conduct Relationship Education lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of safeguarding. Refer to our Child Protection Policy.

MONITORING AND REVIEW

The provision of Relationship, Sex Education and Health Education will be monitored by the Governors through the Head's termly reports. All parents will have an opportunity to view any material which is planned to be shared with the children. They will be given a copy of the Policy and have their right to withdraw their children from Sex Education explained to them.

This policy should be read in conjunction with other school policies.