



Cadishead Primary Academy

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Part of United Learning

Relationship and Sex Education Policy

Date Policy Written:	June 2025
Date Approved by Governing Body:	June 2025
Date for Review:	July 2026



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Introduction

Relationships and Sex Education (RSE) in Cadishead Primary Academy helps children learn how to build kind, respectful friendships and understand how their bodies and feelings change as they grow. It teaches them how to stay safe, talk about their emotions, and know who to ask for help when they need it.

The main focus is on *relationships*—like how to be a good friend, what makes a family, and how to treat others with care and respect. We also include simple, age-appropriate lessons about the human body and changes during puberty, especially in years 5 and 6.

RSE is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSE, within PSHE, aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and offline. It enables pupils to explore their own and other's attitudes and values and builds their self-esteem and confidence to view their own sexuality positively.

RSE is not about the promotion of sexual activity.

Its objective is to enable pupils to learn about:

- (i) families and people who care for them, including the nature of marriage and civil partnership and their importance for family life and the bringing up of children,
- (ii) forming and maintaining caring relationships,
- (iii) the characteristics of healthy and respectful relationships, including online,
- (iv) how relationships may affect physical and mental health and wellbeing, and how to ensure they are safe, and
- (v) (strictly at an age-appropriate level) intimate and sexual relationships including sexual health.

Relationship and sex education will only use teaching and materials which are appropriate to the age and the religious background of the pupils receiving it.

Sex education is not compulsory in primary schools. However, United Learning have made the decision that in all its primary schools, there should be suitable sex education before children reach the end year 6, to ensure children are suitably prepared for transition to secondary school. It is essential that any aspects of sex education taught in primary schools are appropriately tailored to the age, physical and emotional maturity of the pupils, and are outlined clearly in the school's policy. Particular attention should be paid to the latter years of primary school and ensuring pupils are well prepared for the transition to secondary school. With that in mind, Cadishead Primary Academy will consult



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with parents before the final year/s of primary school about the detailed content of what will be taught, including offering parents support in talking to their children about sex education and how to link this with what is being taught in school.

Parental right to withdraw children

Cadishead Primary Academy acknowledges the right of parents to withdraw their child from some or all of the sex education provided (except from sex education taught under the science curriculum), but not from the relationships education.

The headteacher will automatically grant a request to withdraw a pupil from any sex education delivered in a primary school, other than as part of the science curriculum.

If a pupil is withdrawn from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Sex Education Definition

For the purpose of parent's right to withdraw their child for Sex Education only this is defined as the teachings around sexual intercourse, conception, contraception and sexually transmitted infections. The rest of the aspects covered in our long-term planning are part of either Personal, Social, Health and Economic education, Relationship Education, Health Education or it has links to the Science curriculum.

Aims:

The aims of PSHE and RSE at Cadishead are to:

- Promote the spiritual, moral, cultural, mental and physical development of all pupils.
- Prepare pupils for the opportunities, responsibilities and experiences of later life.
- Encourage pupils to value themselves and others.
- Allow pupils to acknowledge and appreciate difference and diversity.
- Teach pupils how to make informed choices.
- Prepare pupils to be positive and active members of democratic society.
- Teach pupils to understand what constitutes to a safe and healthy lifestyle.
- Provide a framework in which sensitive discussions can take place.
- Promote safety in forming and maintaining relationships.
- Provide pupils with a toolkit for understanding and managing their emotions.
- Provide pupils with the opportunities to consider issues, which may affect their own lives and/or the lives of others.
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.



Teaching and Learning Objectives

At Cadishead Primary Academy we use a range of teaching and learning styles. We place emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly, or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, fire fighters etc, whom we invite into school to talk about their role in creating a positive and supportive local community.

PSHE and RSE at Cadishead Primary will follow a thematic approach and will be planned on a termly basis using planning guidance from the PSHE Association's Programme of Study (updated Jan 2020), PSHE Association's PSHE Primary Toolkit. SRE education planning and resources will be taken from the Medway Primary PSHE Education Planning alongside PSHE Association's PSHE Primary Toolkit.

We will aim to also develop PSHE through: assemblies, focused lessons, circle time, discussions, mindfulness breaks and whole school events, e.g. with the development of the Emotionally Friendly Schools Ambassadors and Anti Bullying Ambassadors. We will also endeavour to have visitors in school or via video call such as the NSPCC and the charity Every Action has a Consequence.

Curriculum Organisation:

PSHE will be taught on a rolling programme, which breaks the curriculum into terms, identifies different areas for each year group and ensures continuity and progression from the Foundation Stage to the end of KS2. The three core themes under the umbrella of PSHE are:

Relationships:

- Develop and maintain a variety of healthy relationships within a range of social and cultural contexts.
- Know how to recognise and manage emotions within a range of relationships.
- Know how to recognise risky or negative relationships, including all forms of bullying and abuse, and ask for help.
- Know how to respect equality and diversity in relationships.

Living in the Wider World:

- Know the importance of responsible behaviours and actions.
- Be responsible and independent members of the school community. Be positive and active members of a democratic society.
- Know about the importance of respecting and protecting the environment.
- Develop good relationships with other members of the school and the wider community.
- Know about where money comes from, keeping it safe and the importance of managing it effectively.

Health & Wellbeing:



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- Know and understand what constitutes a healthy lifestyle.
- Know how to maintain physical, mental and emotional wellbeing.
- Be aware of safety issues, including how to respond in an emergency.
- Know how to manage change including puberty, transition and loss.

The topic areas are:

Autumn: Relationships

- Families and Friendships
- Safe Relationships
- Respecting Ourselves and Others

Spring: Living in the Wider World:

- Belonging to a community
- Media literacy and digital resilience
- Money and Work

Summer: Health and Wellbeing

- Physical Health and Mental Wellbeing
- Growing and Changing
- Keeping Safe

National Curriculum Science

Key Stage 1:

- that animals including humans move, feed, grow, use their senses and reproduce.
- to recognise and compare the main external parts of the bodies of humans
- that humans and animals can produce offspring and these grow into adults
- to recognise similarities and differences between themselves and others and treat others with sensitivity.

Key Stage 2: -

that the life processes common to humans and other animals include nutrition, growth and reproduction.

-about the main stages of the human life cycle.

The religious background of all pupils will be taken into account when planning teaching and materials, so that sensitive topics are handled appropriately, and all sex and relationship education teaching will meet the requirements of equality law.

Use of language in RSE lessons

All staff will:

- Openly teach pupils what 'slang' words mean (where appropriate) and that some are offensive.
- Use inclusive language (such as partner instead of boyfriend/girlfriend).
- Use correct terminology as this is deemed good practice.



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- Avoid the use of any slang. It is good practice to use medically correct terms for genitalia and sexual parts of the body, for example vulva, vagina, penis and testicles.

Ofsted provides full support for this approach (2013) and have raised concerns that some schools are currently failing to teach this vocabulary because this leaves children unable to describe abusive behaviours.

The use of respectful language which challenges sexism, homophobia and other forms of prejudice can be established in RSE and will have benefits for the whole school community – both in and out of lessons. Ofsted found that casual use of homophobic language in schools is often unchallenged (2013).

Children and primary and secondary level need to know that using the word 'gay', to mean something is rubbish is wrong. Ofsted's (Summer 2021, Review of sexual abuse in schools and colleges) findings in relation to Sexual violence and sexual harassment found that unchallenged use of language represents a triangle of cultural risk, and this puts vulnerable groups at risk of abuse

Equal Opportunities:

The school is committed to the provision of PSHE and Citizenship to all of its pupils. All children will have access to appropriate resources available in school, which will reflect a multicultural society, without stereotyping or discrimination. All children will be given the opportunity to participate in all activities regardless of gender, race or ability. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds.

Safe and Effective Practice:

Class Teachers and Teaching Assistants conduct PSHE and RSE lessons in a sensitive manner and in confidence. Children's questions are answered as honestly and fully as appropriate. Before embarking on these lessons, ground rules are established through a 'group agreement' which prohibit personal information being requested or disclosed by those taking part in the lesson. When children ask questions, we aim to answer them honestly, but if it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the children, provision will be made to meet the individual child's needs. Due to the nature of this subject, difficult questions may arise. Teachers are to use their discretion as to if a question is deemed appropriate for school. Staff may direct personal or inappropriate questions to parents for them to answer.

As a general rule, the teacher or member of staff concerned maintains a child's confidentiality. However, if this person believes that the child is at risk or in danger, she/he will report the disclosure to the designated person for child protection immediately. The child concerned will be informed that confidentiality is being breached and reasons why. The teacher throughout the process will support the child.

Safeguarding:

We acknowledge that SRE might be a trigger for disclosure. If this is the case, the teacher would follow the procedures laid out in the Safeguarding Policy.



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SEND Provision:

As far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate.

It is not the school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement.

Use of Visitors:

We feel that our close relationship with our children best suits us for the delivery of the majority of lessons. However, we do welcome the use of visitors, such as our school nurse, to support the delivery of certain aspects of the scheme of work. If this were to happen, the class teacher would be present at all times. The class teacher and visitor would also plan the lessons together. "Visitors should complement but never substitute or replace planned provision. It is the PSHE subject leader and teacher's responsibility to plan the curriculum and lessons."

Sex and Relationships Guidance DfE 0116/2000 p.29 6.11

Complaints

Any complaints about the relationships and sex education programme should be made in accordance with the school's usual complaints procedure.

Policy Review Date

	Date	Name of owner/author
Authorised:		
Policy Reviewed:		
Next Annual Review Date:		

