



Caslon Primary Community School,  
Beecher Bear Daycare and Nursery,  
Beech Tree SEMH Base and Tree Acre  
(Early Years Inclusion Hub)

# PSHE / RSE Policy

September 2026

# Relationships and Sex Education Policy

## Caslon Primary Community School

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## 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- 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

## 2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

Although we are not required to provide sex education, we do need to teach the elements of reproduction as contained in the science curriculum. The school leaders may use their professional judgement to include elements of sex education that they consider to be important for the pupils in the school's community.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Caslon Primary Community School we teach RSE as set out in this policy.

## 3. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values without personal or religious bias.

RSE is not about the promotion of sexual activity but where it is taught, it provides an informative approach to the process.

RSE teaches children what healthy relationships look like and their responsibilities as part of maintaining them.

RSE teaches pupils how and where to get support and advice if they need it.

## 4. Curriculum

Our curriculum is set out to follow the 'MyHappyMinds' scheme of work but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education is not compulsory in primary schools, and pupils will learn about the body changes, life cycle of humans and puberty through science curriculum in Year 5 as well as looking at the development of a baby. In consultation with parents and considering the needs of individual cohorts of children, we have prepared a short course of lessons which provides more teaching on sexual elements. This is an optional part of our curriculum and will only be delivered if appropriate.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings

How a baby is conceived and born

Consent

Elements of the RSE curriculum related to online behaviours and choices will be taught through the school's Computing programme.

These will include:

That people sometimes behave differently online, including by pretending to be someone they are not.

That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.

The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

How information and data is shared and used online.

## **5. Delivery of RSE and PSHE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum, through the MyHappyMinds program. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

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 relationships

Online relationships (some elements taught through Computing curriculum)

Being safe

The key concepts covered through our scheme of work are consistent across school each half term, the themes being:

Meet your Brain

Celebrate

Appreciate

Relate

Engage

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation 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).

By using myHappymind and myHappymind Plus, Caslon remains compliant with statutory guidance for Relationships Education, while also covering non-statutory PSHE objectives, providing a well-rounded, high-quality curriculum.

At Caslon, staff deliver lessons in an age-appropriate, developmentally suitable and inclusive way, ensuring pupils of all abilities can access learning. Lessons are high-quality, engaging, and evidence-informed, helping pupils understand and apply concepts both in school and at home. Strategies and activities are practical and transferable, and the programme is delivered via an innovative learning platform that combines interactive lessons with the use of journals and worksheets for reflection and recording. Pupils use journals and worksheets to explore their learning, reflect on progress, and practise emotional regulation strategies.

Staff are trained to support pupils effectively, including SEND, neurodiverse and SEMH pupils, and to embed safeguarding principles throughout teaching.

Within Beech Tree SEMH Base, pupils will be taught a broad curriculum which will cover age and stage appropriate skills. Staff discretion will be used to determine the approaches used to teach these skills and always aim to build on prior learning. Although it will be the intention to cover as much of the National Curriculum content as possible, meeting the pupils' SEMH needs will take priority.

Curriculum content and delivery is as follows:

| Strand             | Module/ Content Pillars | Description/ Core Content                                                                                                                                      |
|--------------------|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>myHappymind</b> | Meet Your Brain         | Helping children to understand how their brains work and teaching strategies for regulation such as Happy Breathing.                                           |
|                    | Celebrate               | Building children's self-esteem through recognising and celebrating their Character Strengths.                                                                 |
|                    | Appreciate              | Developing an Attitude of Gratitude! Teaching children the importance of thinking about what we are grateful for and sharing this with others.                 |
|                    | Relate                  | Introducing relationship-building skills such as Active Listening to ensure children have the foundations to form friendships, be heard and understand others. |
|                    | Engage                  | Introducing the power of Goal Setting to children so that they aspire, dream and learn to persevere.                                                           |
|                    |                         |                                                                                                                                                                |

|                         |                                           |                                                                                                                                                                                          |
|-------------------------|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         |                                           |                                                                                                                                                                                          |
| <b>myHappymind Plus</b> | myHappybody                               | <b>Health &amp; Wellbeing:</b> Healthy Lifestyles (Physical Wellbeing), Mental Health, Ourselves, Growing and Changing, Keeping Safe and Drugs, Alcohol & Tobacco                        |
|                         | myHappyworld                              | <b>Living in the Wider World:</b> Shared Responsibilities, Communities, Media Literacy and Digital Resilience, Economic Wellbeing: Money, Economic Wellbeing: Aspirations, Work & Career |
|                         | myHappyrelationships                      | <b>Relationships:</b> Families and Close Positive Relationships, Friendships, Managing Hurtful Behaviour and Bullying, Safe Relationships, Respecting Self and Others                    |
|                         |                                           |                                                                                                                                                                                          |
|                         |                                           |                                                                                                                                                                                          |
| <b>British Values</b>   | Democracy                                 | Promoting a democratic process.                                                                                                                                                          |
|                         | Rule of Law                               | Teaching the importance of laws and rules, their purpose in protecting society, and the consequences of breaking them.                                                                   |
|                         | Individual Liberty                        | Ensuring children understand their rights and freedoms, while also learning to exercise them responsibly within a safe environment.                                                      |
|                         | Mutual Respect                            | Teaching children to respect the protected characteristics of others and to treat everyone with respect.                                                                                 |
|                         | Tolerance of Different Faiths and Beliefs | Encouraging an understanding and appreciation of different cultures, faiths and beliefs, and promoting respect for all people regardless of their background.                            |

## 6. Roles and responsibilities

### 6.1 The governing board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

The governing board has delegated the approval of this policy to Curriculum and Standards Committee

### 6.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

### 6.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way

Modelling positive attitudes to RSE

Monitoring progress

Responding to the needs of individual pupils

Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

All teachers are responsible for the teaching of RSE in our school. There may be some lessons which are taught by visiting professionals or charity workers.

All teachers are responsible for the teaching of PSHE in our school.

All teachers have access to resources, planning and assessment on the PSHE association website and myhappyminds learning portal

## **6.4 Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## **7. Parents' right to withdraw**

Parents are encouraged to allow their children to take part in the sex education lessons as we consider it to be informative and better than pupils learn directly from the professional source of information than to hear other versions from their peers, online or other sources.

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE, this constitutes only the lesson specifically teaching about sexual intercourse.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

Parents are also informed of any sensitive subjects being covered the following week. They do not have the right to withdraw their children from these lessons, but they have the opportunity to look at materials we will be using and talking with their children beforehand or after the sessions.

## **8. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Puberty and sexual intercourse lessons are delivered with the school nurse in years 5 and 6.

PSHE/RSE lead attends all training offered from the PSHE association and feeds back to relevant teachers.

## **10. Monitoring arrangements**

The delivery of RSE and PSHE is monitored by J Williams and then the senior leadership team through monitoring arrangements, including planning monitoring and work trawl on seesaw, tapestry and google classroom.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

Weekly work is submitted to seesaw and tapestry. Resources are shared on google classroom.

At every review, the policy will be approved by the Governing Board.



## Appendix 1: Parent form: withdrawal from sex education within RSE

| TO BE COMPLETED BY PARENTS                                                       |  |       |  |
|----------------------------------------------------------------------------------|--|-------|--|
| Name of child                                                                    |  | Class |  |
| Name of parent                                                                   |  | Date  |  |
| Reason for withdrawing from sex education within relationships and sex education |  |       |  |
|                                                                                  |  |       |  |
| Any other information you would like the school to consider                      |  |       |  |
|                                                                                  |  |       |  |
| Parent signature                                                                 |  |       |  |

| TO BE COMPLETED BY THE SCHOOL               |                                                                                                                                                                                                                                                      |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Agreed actions from discussion with parents | Include notes from discussions with parents and agreed actions taken.<br>Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom |
|                                             |                                                                                                                                                                                                                                                      |