High Rocks Federation

ASPIRATION INCLUSION COLLABORATION



BROADWATER DOWN
PRIMARY SCHOOL

Relationships, Health & Sex Education Policy

This is a policy specific to Broadwater Down Primary School within the High Rocks Federation.

Approved	Summer 2026
Next review	Summer 2027

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1. Introduction and Principles

Community *Excellence* *Diversity*

At Broadwater Down Primary School we believe in providing every pupil with open, honest, accurate and age-appropriate learning about relationships. Driven by our values of community, excellence and diversity, we aim to develop our children's knowledge, skills, opinions, strategies and confidence, thus enabling them to lead safe, happy and successful lives within their communities.

We value our partnerships between school and home and promote open and informative two-way communication. We aim to provide parents and carers with accurate information about what their child is learning in school and to provide the best learning environment and opportunities for our children.

Our Relationship and Sex Education (RSE) is inclusive and meets the needs of all children including those with special educational needs or disabilities (SEND). We also aim to promote gender equality and represent the LGBT+ community through RSE.

2. Aims

The aims of RSE at Broadwater Down Primary School are to:

- Provide a framework in which sensitive discussions can take place
- Create a positive culture around issues of relationships and sexuality
- Help pupils develop feelings of self-respect, confidence and empathy
- Provide knowledge and understanding about a variety of relationships
- Develop pupils' ability to identify concerns they may have about a relationship
- Equip pupils with coping strategies and an awareness of how and where to seek support
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Teach pupils the correct vocabulary to describe themselves and their bodies

3. 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.

Whilst we are not required to provide sex education, the DfE are very clear about the related themes which must be covered and we are required to teach Relationship Education as well as specific elements of sex education included within the National Curriculum Science syllabus. Together at Broadwater Down Primary School these form RSE.

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 Broadwater Down Primary School we teach RSE as set out in this policy.

4. Policy Development

This policy has been developed in consultation with staff and governors. The policy development process and consultation involved the following steps:

Summer Term 2020:

1. Review – the PSHE leader consulted with the senior leadership team and gathered together all relevant information including national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Ratification – once amendments were made, the policy was shared with governors and ratified

Spring Term 2021:

4. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
5. Pupil consultation – we investigated what pupils want from their RSE
6. Further amendments were made and the policy was shared again with governors for ratification

Any future significant changes to the content of this policy would require further consultation with parents.

5. Definition

At Broadwater Down School, we define RSE as learning about and exploring the many strands of relationships and growing up. This includes:

- Family and friendship relationships
- Relationships with peers and adults
- Healthy and unhealthy relationships as well as the characteristics of positive relationships
- Relationships online
- Emotional, social and physical aspects of growing up
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking skills as part of decision making

6. Curriculum

Whilst the overview of our taught curriculum is set out in Appendix 1, we recognise that occasionally this will need adapting, for example to meet the specific needs of a cohort or if a particular issue arises. The framework that we follow is provided by the charity Coram Life and incorporates the new statutory requirements alongside established principles recognised as good practice by the PSHE association (the nationally recognised body). This ensures that teachers have a firm starting point for developing their knowledge and expertise, that there is consistency of approach across the school and that we have full coverage of the mandatory curriculum. Crucially it also provides both the materials and flexibility to adapt to the needs of our children and tackle various issues if and when they arise.

The curriculum was implemented in consultation with staff and governors taking into account the age and needs of our pupils. This will be further adapted to reflect the views of our pupils and parents once pupils have returned to school and these can be fully ascertained.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, where necessary seeking guidance from the PSHE or Safeguarding lead. This is to ensure that our pupils are safe-guarded, fully informed, and don't seek answers online.

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
- Being safe

Primary sex education focuses on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

This is detailed in our curriculum map in Appendix 1.

7. Delivery of RSE

RSE is not taught in isolation but is embedded across the curriculum and throughout school life. This is both through explicit teaching in PSHE and Science but also through less formal opportunities such as staff modelling and encouraging positive relationships, showing each other respect and promoting children's self-esteem. This is encompassed in our three school principles:

BE READY **BE RESPECTFUL** **BE SAFE**

RSE lessons are normally delivered by class teachers in mixed gender groups. Staff are trained in delivering the specific content of the lessons; ground rules will be established in class time and children reminded of these. Special consideration will be given when teaching sensitive content and staff will be fully aware of the children in their class and how they might relate to the subject content.

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 may 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).

RSE is taught to all children in accordance with the school curriculum policy of providing a broad and balanced education for all children. Teachers provide learning opportunities matched to the needs of their learners and will draw upon specialist resources where necessary – for example by the use of social stories or the 'Growing up Safe' programme.

We aim to create and maintain a safe environment within which all children feel safe to ask questions and discuss issues openly. Opportunities will be made available for any child to

speak confidentially with an adult if they wish to discuss something related to the lesson content.

Each class has a question box which gives children the option to write down their questions and receive their answer on a one-to-one basis rather than in front of the whole class. Distancing techniques will be used in our Relationships Education as with other areas of PSHE meaning that children are able to discuss fictional characters and scenarios rather than discuss their own lives and experiences.

Occasionally, outside visitors with appropriate knowledge or skills may be invited to contribute to the delivery of an RSE lesson –for example: the school nurse. All input must be part of a planned programme and agreed with staff in advance. All visitors must always be supervised and supported by a member of staff

Beyond the planned programme for RSE, the curriculum also provides children with a variety of experiences that have the potential to promote their spiritual, moral, social and cultural development such as:

- Assemblies of celebration and collective acts of worship
- Forest School
- Sports Clubs
- Drama and music activities and productions
- Residential visits and day trips
- Social and fund raising events
- Theme days and events
- Charity events
- Leadership opportunities , for example Year 6 Buddies and School Council

8. Roles and responsibilities

8.1 The governing body

The governing body will hold the headteacher to account for the implementation of this policy.

8.2 The Senior Leadership Team

The Senior Leadership Team are responsible for holding the PSHE lead teacher to account, monitoring the quality of teaching and learning and for managing requests to withdraw pupils from the non-statutory components of RSE (see section 9).

8.3 The PSHE Lead Teacher

The PSHE lead teacher is responsible for disseminating new information to parents and staff, ensuring that there is coverage and consistency in RSE teaching and monitoring pupils' progress.

8.4 Teachers

Teachers 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

Teachers do not have the right to opt out of teaching RSE. Teachers who have concerns about teaching RSE are encouraged to discuss this with the PSHE lead teacher and/or the headteacher.

8.5 Pupils

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

9. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

This is because parents should have the right to teach this themselves in a way which is consistent with their values.

They do not however have the right to withdraw their children from relationships education or the mandatory aspects of sex education covered in science.

Requests for withdrawal from the non-statutory aspects 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.

10. Training

Staff access a range of training opportunities, depending on role and need. These include staff meetings, dissemination of resources by the PSHE lead teacher and where necessary specific training provided by specialist teachers.

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

11. Monitoring arrangements

The delivery of RSE is monitored by the PSHE lead teacher and members of the senior leadership team through learning walks, book and planning scrutinies and discussions with teachers and pupils. Pupils' development in RSE is monitored by class teachers as part of formative and summative assessment.

This policy will be reviewed reviewed annually. At every review, the policy will be approved by the Senior Leadership Team and Governing Body.

12. Related policies

The following policies specifically relate to this policy

1. PSHE
2. Equality
3. SEND
4. Online safety
5. Teaching and learning
6. Behaviour for Learning

Appendix 1: Curriculum Map

coram Life Education SCARF PSHE and wellbeing long-term plan - including DfE statutory requirements for **Relationships Education** and **Health Education**

Year/Term	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages
Y1	Feelings Getting help Classroom rules	Recognising, valuing and celebrating difference Developing tolerance and respect	How our feelings can keep us safe Keeping healthy Medicine Safety	Taking care of things: My self My money My environment	Growth Mindset Keeping by body healthy	Getting help Becoming independent My body parts
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation	Growth Mindset Looking after my body	Life cycles Dealing with loss Being supportive
Y3	Cooperation Caring friendships (Includes respectful relationships)	Recognising and respecting diversity Being respectful and tolerant	Managing risk Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped	Keeping myself healthy Celebrating and developing my skills	Relationships Menstruation Keeping safe
Y4	Recognising feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including staying safe online Norms around use of legal drugs (tobacco, alcohol)	Rights and responsibilities Rights and responsibilities relating to my health Decisions about lending, borrowing and spending	Growing independence and taking responsibility Media awareness and safety	Managing difficult feelings Managing change Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches	Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour	Emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money	Aspirations and goal setting Managing risk	Keeping safe Body Image Self esteem

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Appendix 2: By the end of Primary School children should know:

Topic	Pupils should know
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• 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
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3: Parental request to withdraw from sex education form

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	
Signature	