BROADSTONE FIRST SCHOOL

POLICY:

Relationships, Sex And Health Education

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BROADSTONE FIRST SCHOOL
Relationships, Sex and Health Education Policy

Introduction
All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Statutory requirements
From September 2026, Relationships Education and Health Education must be delivered in accordance with the revised statutory guidance published by the Department for Education in July 2025. Schools are legally required to have regard to this guidance when developing and delivering their RSHE curriculum. While PSHE remains non-statutory, **Relationships Education and Health Education are statutory** and must be delivered in line with national requirements.

We provide children with a carefully sequenced, age-appropriate curriculum that meets all statutory requirements whilst also developing wider personal and social capabilities.
Relationships Education (Compulsory): Focuses on teaching the fundamental building blocks and characteristics of positive relationships, including families, respectful relationships, online safety, and how to recognise and report abuse.

Health & Wellbeing Education (Compulsory): General wellbeing includes importance of sleep, benefits of physical activity, managing feelings and emotions, including bereavement. Wellbeing online includes internet safety, online relationships and reporting concerns. Physical health and fitness, includes importance of exercise, healthy eating, drugs, alcohol, tobacco and vaping. Health Protection and Prevention covers basic first aid, the prevention of injury (including new statutory content on road, rail, and water safety) are covered under. Developing Bodies covers children using correct biological terminology for body parts (explicitly named in guidance) and the menstrual cycle.

Sex Education (Non-compulsory but Recommended): While Relationships and Health Education are mandatory, sex education is not compulsory in primary schools.

Aims of the RSHE Curriculum
The curriculum aims to provide pupils with the knowledge, understanding, attitudes, values and skills they need to reach their full potential as individuals and members of the community.

Relationship, Sex and Health Education enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society. We recognise that children's emotional and social development directly impacts their capacity to learn and build foundations for the future - providing age-appropriate learning that prepares children for the challenges and opportunities of adolescence and beyond RSHE to the development of the school's four pillars which underpin all of the actions and decision we take when designing and developing our curriculum. These 4 pillars help prepare children for 'a life well lived':

- Knowledge Acquisition – The disciplinary and substantive knowledge to make sense of the world around us
- Preparation for Work – Being ready to successfully contribute to the economy

- Self-Agency – The feeling of being in control of our actions and the consequences they have on our lives
- Taking Positive Action – Understand our place and impact on the world

Statutory Guiding Principles

RSHE is delivered in line with the Department for Education's statutory guidance and is underpinned by the following principles:

- Engagement with pupils
- Transparency and partnership with parents and carers
- A positive and respectful approach to relationships and health education
- Age-appropriate sequencing of content
- Delivery by suitably trained and confident staff
- A whole-school safeguarding approach that supports prevention and early identification of harm

Teaching and Learning Style

We use a range of teaching and learning styles. We place an 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 open evening, 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, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community. We actively visit people in the local community.

Curriculum Content

The RSHE curriculum is organised into themes. Learning is adapted appropriately for Reception to Year 4 and builds progressively upon prior knowledge and understanding.

Our curriculum addresses all statutory requirements including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Basic first aid
- Developing bodies (including puberty as part of Health Education)

The full RSHE curriculum for parents/carers to view at their request.

Developing bodies includes-

EYFS	• All humans were babies and they grow and change • Some of us were born boys and some of us were born girls • Some parts of the body are private(Pantosaurus) • People can choose who gives them hugs, holds their hand and helps with personal care
Year 1	• Humans grow and change over time(taller, stronger and what they are able to do). • People need food, sleep, exercise and care to grow. • The names for main private body parts, including: Penis,vagina,nipples, testicles • There are correct names and nicknames for private body parts • There are similarities and differences between boys and girls at birth • Some parts of the body are private and belong to that person and should not be touched by other people • Trusted adults can keep them safe and healthy(including doctors and nurses).
Year 2	• As we grow older our bodies change (hair grows and may change colour, hair loss, feet, face changes, wrinkles) • People should give permission before being touched(private parts or being hugged) • It is important to say stop or say no if someone touches you without permissions or is hurting you • Private body parts are covered by underwear • It is important to tell a trusted adult if someone has touched you and it feels uncomfortable
Year 3	• The names for main private body parts, including: vulva, scrotum • The stages of the human lifecycle (baby,toddler, child, adolescent, adult, elderly) • In humans adult females grow the babies inside their body • During adolescence the body changes and a child gradually becomes an adult. • Changes include: growth spurts, changing shape, sweating, hygiene, acne/spots, • People should give consent before being touched
Year 4	• The names for main private body parts, including: anus, breasts(recap all private body parts Y1-3) • Puberty is when a child's body develops gradually into an adult body • Puberty happens at different ages for different people • Changes in puberty may include development of breasts, body hair, voice changes/breaking (including Y3 changes) • Changes in puberty may affect our emotions and feelings eg emotions can change quickly • Girls experience menstruation(periods) aspart of puberty in preparation for having babies in later life • Menstruation is a normal process where blood leaves the body through the vagina. • Menstrual products can help manage periods for example special pants or pads (find an adult to help)

Relationships and Sex Education (RSE)

Relationships and Sex Education is lifelong learning about relationships, health, emotions, families and growing up. Effective RSE helps children establish positive relationships and make informed decisions about their wellbeing. It will teach the skills and knowledge to build positive relationships.

We recognise the important role that parents and carers play in supporting children's understanding of relationships and health.

The school is committed to:

- Working closely with parents and carers
- Providing information about curriculum content
- Making teaching materials available upon request
- Communicating any significant curriculum changes

Parents do not have the right to withdraw their child from statutory Relationships and Health Education, including topics taught as part of the Science curriculum related to puberty or sexual reproduction.
The teaching of human development is delivered in an age-appropriate way within the wider context of growth and change.

SEND

The curriculum is designed to be inclusive and accessible to all pupils. Teaching will be adapted where necessary to meet individual needs, including those of pupils with special educational needs and disabilities.

Using our SOLO approach, our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

We enable pupils to have access to the full range of activities involved in learning RSHE and citizenship. Where children are to participate in activities outside the classroom, for example, a charity fundraising event at a local church hall, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

How is RSHE organised in the school?

We take a whole school approach to the teaching of RSHE, with teachers and Learning Support Assistants playing a very valuable role. We allocate 30 minutes to RSHE each week in order to teach the RSHE knowledge and skills in a developmental and age-appropriate way. Learning is integrated naturally into the classroom environment so that teachers can draw connections between RSHE and other areas of learning.

Safeguarding

Our staff are in daily direct contact with the children at school and they have a duty to help keep our children safe and support them. Staff are kept up-to-date with relevant safeguarding training, and are able to deliver RSHE sessions with sensitivity. They are in a position to identify any concerns that may arise as a result of the content in these lessons and RSHE is an important part of the school's safeguarding curriculum. Teachers and Learning Support Assistants are aware that pupils may make disclosures in these sessions. Any disclosures or concerns arising from lessons will be managed in line with the school's safeguarding and child protection procedures.

Assessment

Teachers assess the children's work in RSHE by making informal observations during lessons. We have clear expectations of what the pupils will know, understand and apply in real life situations. Teachers assess pupils' understanding through observations of discussion, learning activities or pupil self-reflection. Assessment is used to inform future teaching and support pupils' personal development.

Governance and Leadership

The Governing Board is responsible for ensuring that the school fulfils its statutory duties regarding RSHE. Responsibilities include-

- Approval and review of the policy
- Monitoring curriculum intent, implementation and impact
- Ensuring RSHE contributes effectively to safeguarding and pupil wellbeing

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced throughout. Children will be encouraged to consider how to express their views while remaining respectful of the opinions of others.

Monitoring and Evaluation

RSHE – The Senior leadership will monitor and evaluate in the below ways-

- Reviewing the delivery of the curriculum
- Supporting staff with planning and delivery
- Reviewing resources for lessons

- Evaluate impact through staff and pupil feedback

The effectiveness of the programme will be evaluated through:

- Pupil voice
- Staff feedback
- Lesson observations
- Curriculum reviews

External Contributors

External specialists may contribute to aspects of the curriculum, including school nursing teams, health professionals, emergency service and safety education providers.
All visitors will work within the school's policies and under the supervision of school staff

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in RSHE. Teachers and support staff are prepared to handle personal issues and deal sensitively with, and to follow up appropriately, disclosures made in a group or by individual children. Issues that we address in RSHE are likely to be sensitive and controversial sometimes because they have a political, social or personal impact, or deal with different values and beliefs.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence.
When teaching sensitive topics, teachers can use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion, and using question boxes to allow pupils to raise issues anonymously.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSHE and Drug and Alcohol Education-related issues are varied. However, while personal views are respected, all RSHE and Drug and Alcohol Education issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion. Both formal and informal RSHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned.

Involving parents and carers

The school believes that it is important to have the support of parents, carers and the wider community for the RSHE programme. Parents and carers are/will be given the opportunity to find out about and discuss the RSHE programme through:

- Parent/carer awareness sessions
- Parents'/carers' evenings
- Involvement in policy development
- Involvement in curriculum development

Training and support for staff

All staff benefit from RSHE training in order to enhance their delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. In addition to this, support for teaching and understanding RSHE issues is incorporated in our staff programme, drawing on staff expertise

and/or a range of external agencies. Staff will avoid reinforcement of stereotypes and Staff act as positive role models

Dissemination

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.

Equality Impact Assessment- This policy has been reviewed with the equality impact considerations as laid down in the school's Equality Policy.