

BROADSTONE MIDDLE SCHOOL

POLICY :

Relationships and Sex Education (RSE)

Author: Head of School
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School Standards Board

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BROADSTONE MIDDLE SCHOOL
Relationships and Sex Education (RSE) Policy

Definition of Relationships and Sex Education (RSE):

“The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships.” (DfE, July 2025)

Statutory Requirements

Broadstone Middle School follows the Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance (DfE, July 2025). Schools must adapt their curriculum by September 2026, but Broadstone Middle School is implementing changes now to ensure pupils benefit immediately.

This policy is also informed by:

- Keeping Children Safe in Education (KCSIE 2023), including child-on-child sexual violence and harassment.
- Equality Act 2010 guidance.
- Preventing and Tackling Bullying (2017 update).
- Drug and Alcohol Education (DfE/ACPO 2012).

New statutory emphases (2025):

- Tackling misogyny, sexual harassment, and violence against women and girls.
- Strengthening online safety and digital resilience.
- Embedding consent, respect, and healthy boundaries across all subjects.
- Ensuring inclusive representation, including LGBTQ+ relationships and diverse family structures.

The school is mindful of its statutory obligation to:

- i) publish a Relationships and Sex Education Policy and make it available for inspection to parents;
- ii) ensure that all teaching materials used are appropriate to the age, religious and cultural backgrounds of its pupils;
- iii) teach all aspects of Relationships and Sex Education included in the Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance (Updated July 2025 – for implementation September 2026)
- iv) inform parents of their right to withdraw their children from the Sex Education element of RSE other than that taught in **National Curriculum Science**.

Working with Parents

Parents are consulted on the RSE programme and policy. They are informed of:

- The content and context of RSE.
- Their right to withdraw children from sex education outside National Curriculum Science.

- The process for withdrawal (written request to the Headteacher).

Organisation

RSE is taught through:

- PSHE lessons (mixed gender groups).
- Discrete sex education lessons.
- Assemblies.
- National Curriculum Science.

Staffing and Teaching

- ◆ The Headteacher takes overall responsibility for the policy and its implementation.
- ◆ The Subject Leader for PSHE is responsible for implementing the RSE programme and for monitoring its effective delivery.
- ◆ The RSE Scheme of Work is delivered to each class group by teachers who have received guidance and training in this subject area.
- ◆ External specialists (e.g., Safer Schools Team) may contribute.

Schemes of Work

Broadstone Middle School has developed an RSE programme which is appropriate to the age and the physical and emotional maturity of its pupils. It is recognised that the more sensitive issues need to be approached consistently across the school, teachers having agreed appropriate responses to children's questions ahead of time and an understanding of what is and what is not to be discussed, particularly for new staff. The school recognises the importance of helping children develop confidence in talking, listening and thinking about sex and relationships.

Broadstone Middle School has developed a scheme of work based on the PSHE Association suggested programme builder and updated to reflect 2025 guidance.

Key Features:

- Progression and continuity (across year groups)
- Age appropriate content and inclusive resources
- A variety of teaching strategies ~~is employed~~ to engage all learners
- Themes of consent, respect and safeguarding woven throughout

SEND students

RSE must be accessible for all students. Content is differentiated and personalised. Teachers adapt lessons for pupils with SEND, ensuring development appropriateness. This will be considered by teachers on an individual basis using professional judgement.

Monitoring and Evaluation

The Subject Leader for PSHE and Science Leader monitor and evaluate the delivery of RSE.

Confidentiality and Child Safeguarding

All RSE teaching is aligned with safeguarding policies. Staff are trained to respond appropriately to disclosures and concerns.

Dissemination of the Policy

This policy will be made available to:

- ◆ The Governing Body
- ◆ The whole school staff
- ◆ Parents

Equality Impact Assessment

Reviewed in line with the Trust's Equality Policy to ensure inclusivity and fairness.

Appendix 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Respect and bullying (Valuing Diversity): Mutual respect; Sharing points of view; Stereotypes; Types of bullying and how to get help; Discrimination	Mental wellbeing (Health and Wellbeing): Taking care of mental health and emotional wellbeing; Managing challenges; Seeking support for themselves and others	Trust and Respect (Relationships/ Sex Education): Privacy and personal boundaries; Acceptable and unacceptable contact; Permission-seeking and giving; Personal safety, including FGM	Careers (Living in the Wider World/Improving Life Chances): Career types; challenging career stereotypes; Enterprise project	Substances (Health and Wellbeing): Drugs common to everyday life; Risks and effects of alcohol and smoking; Rules and laws	Keeping active (Health and Wellbeing): Benefits of a balanced lifestyle; Balancing internet use; How physical activity affects wellbeing
Year 6	Personal Identity (Valuing Diversity) What contributes to who we are; Personal strengths; Interests.	The Digital World (Improving Life Chances/Living in the Wider World): Opportunities to connect online; The nature of online- only friendships; Reporting harmful content and contact; Staying safe online, Setting goals; Managing setbacks; New opportunities and responsibilities	Health and hygiene (Health and Wellbeing): Making informed choices regarding a healthy lifestyle, including nutrition; Hygiene and bacteria and viruses; Allergies and getting help in an emergency; Vaccination and immunisation	Puberty and reproduction (Sex Education): Menstrual wellbeing; Managing the changes of puberty; Developing independence; How a baby is made	Managing change (Friendships): Developing friendship skills; Changing and ending friendships; Managing change, loss and bereavement; Sources of support	Media literacy (Health and Wellbeing): How data is shared and used online; Evaluating reliability of sources; Misinformation and targeted information; Choosing age-appropriate TV, games and online content; Influences relating to gambling

Year 7	Healthy lifestyles (Health and Wellbeing): Physically and mentally healthy lifestyles; Healthy sleep habits; Dental health; Managing stress; Accessing health services	Healthy Relationships (Relationships): Healthy and positive relationships, including intimate relationships; Expectations and stereotypes in relationships; Managing strong feelings; The concept of consent	Economic wellbeing (Living in the Wider World): Evaluating value for money; Debt, fraud and personal values around finance; Financial exploitation, Setbacks, Failures, Independence	Friendships and diversity (Valuing Diversity): Respectful relationships and conflict resolution, including online; Equality, diversity and tackling prejudice; Bullying, including online	Substances (Health and Wellbeing): Social norms regarding drugs, alcohol and tobacco; Myths and misconceptions; Influence and risks relating to substance use	Careers (Living in the Wider World): Developing enterprise skills; The world of work and young people's employment rights; Enterprise project
Year 8	Mental health and wellbeing (Health and Wellbeing): Attitudes to mental health and emotional wellbeing; Digital resilience; Body image; Healthy and unhealthy coping strategies; Seeking support for themselves and others	Friendships and managing Influences (Relationships): Managing social influence, peer pressure and peer approval; Strategies to manage pressure to conform within a group and in relation to substance use.	Relationship norms and expectations (Relationships): Stereotypes and expectations of gender roles, behaviour and intimacy; Consent in intimate situations; Introduction to contraception and sexual health.	Careers (Living in the Wider World): Life and career aspirations; Personal strengths and skills for employment; Stereotypes; Routes into careers; Progression routes; Online presence	First aid and keeping safe (Health and Wellbeing): First aid including CPR and defibrillator use; Personal safety including travel safety	Moving forward (Improving Life Chances): Personal strengths, celebrating successes and setting goals; Moving on to a new school; Managing change

Appendix 2

National Curriculum Science relevant to Sex and Relationship Education (Years 5-8)

Key Stage 2

Pupils are taught:

- about the main stages in the life cycles of mammals, amphibians, insects and birds (Living things and their habitats);
- about the reproduction process in some plants and animals (Living things and their habitats- Year 5)
- how humans develop into old age, including the changes associated with puberty (Animals including humans)
- how the gestation period varies for different species (Animals including humans)
- that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents (Evolution and inheritance)

Key Stage 3

Pupils are taught:

- about human reproduction, including the structure and function of the male and female reproductive systems (Structure and functions of living organisms- Year 7)
- about the menstrual cycle (Structure and functions of living organisms- Year 7)
- how male gamete fertilises the female gamete (Structure and functions of living organisms- Year 7)
- how a baby develops in utero and how it is born (Structure and functions of living organisms- Year 7)
- how maternal lifestyle can impact on the development of the foetus (Structure and functions of living organisms- Year 7)
- about reproduction in plants including pollination, fertilisation, seed and fruit formation and seed dispersal (Structure and functions of living organisms- Year 7)