



Relationships Education Policy

*(including RSE - Relationships
and Sex Education)*

Broadmayne First School

Approved by:	Governing Body	Date: July 2025
Last reviewed on:	July 2025	
Next review due by:	July 2027	

The statutory guidance on Relationships, Sex and Health Education published by the Department for Education (DfE) states that:

- all primary schools must have a written policy for Relationships Education – and Sex Education (if they choose to teach it)

Every child is entitled to receive Relationship Education regardless of ethnicity, gender, religion, age, culture, disability or sexuality. There will be no right to withdraw from Relationships Education.

Relationship education includes (but is not exclusive to) -

Families and relationships, safe relationships, online relationships, physical health and wellbeing and growing and changing (please see the PSHE policy for more details.)

The policy will be used by:

- teachers and TAs to inform their planning and approach to delivering Relationship Education.
- parents and carers to understand the Relationship Education and Relationships and Sex Education (RSE) curriculum and how it benefits their children.
- health professionals, visiting speakers etc. to know the aims, objectives and values the school's Relationships Education promotes, agreed teaching methodologies and approaches for their work with pupils.
- inspectors to begin to understand the school's provision before an inspection takes place.

The policy aims to be sensitive to:

- the religious and cultural views of the school community (remembering that under the Equality Act 2010, religion or belief are amongst the protected characteristics).
- the experiences of LGBTQ+ pupils (sexual orientation and gender reassignment are protected characteristics under the 2010 Equality Act); teaching related to sexual orientation and gender identity should be delivered clearly, sensitively and respectfully, in line with the statutory guidance, recognising that pupils' sexual orientation and gender identity may be emerging.
- (• a new version of **Keeping Children Safe in Education 2025** will come into force on 1 September 2025 which will include links to revised guidance on Relationships, Sex, and Health Education and revised guidance on gender questioning children,)
- the needs of all pupils, with their diverse experiences, including those with special educational needs and disabilities (SEND).

Aims

The aims of relationships education at our school are:

- to help children develop positive and healthy relationships appropriate to their age, development etc (respect for self and others),
- to support children to have positive self-image and body image,
- to help children understand that they have full control over their bodies,
- to help children understand that there are many different relationships in modern Britain today,
- to prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene,

- to help pupils develop feelings of self-respect, confidence and empathy,
- to create a positive culture around issues of sexuality and relationships,
- to teach pupils the correct vocabulary to describe themselves and their bodies.

Relationships Education at Broadmayne First School - our vision

We believe Relationships Education is part of lifelong learning about spiritual, moral, cultural, mental and physical development. Through the teaching of relationships education children will learn about attitudes and values, personal and social skills and will develop their knowledge and understanding of themselves and of those around them. Children are also taught about personal space and privacy and what to do in an inappropriate situation.

This vision fits in perfectly with our school values of Safe, Kind and Respect.

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Pupils will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way they will cover how to treat each other with kindness, consideration and respect. Children at our school will learn about families and people who care for them, caring friendships, respectful relationships, online relationships, being safe and what to do if things don't feel right.

Effective relationship education is essential if young people are to make responsible and well informed decisions about their lives. We aim to inform pupils, presenting relevant facts in an objective and balanced manner. Broadmayne First School will help young people learn to respect themselves and others, enabling them to move with confidence through childhood and the beginning stages of adolescence, empowering them with the knowledge and confidence to prepare them for their journey to adulthood and beyond.

Teaching at Broadmayne will reflect the society that we now live in, including ensuring that we foster gender equality and LGBTQ+ equality by teaching about LGBTQ+, relationships and families.

Broadmayne First School aims to work in partnership with parents and carers when planning and delivering Relationship Education. We aim to achieve this through:

- consulting parents and carers over the development of the policy and making it available to them on the school website,
- sharing with parents each half term what is being taught, and where appropriate, provide additional resources and signposting to webpages and other support,
- advising parents on how they can answer relevant questions with their children at home,
- supporting parents in helping children cope with the emotional, mental and physical aspects of growing up.

We will also gather the views of teachers, staff, pupils and other school stakeholders, to help ensure the policy meets the needs of the community it serves.

We ensure RSE is inclusive and meets the needs of all pupils, including those with special educational needs and disabilities (SEND) by tailoring our teaching to the specific needs of the children in each cohort and working carefully with parents and carers. Our school has flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs, faiths and background of our pupils

The children will know and understand that there are many different types of relationships which should all centre on respect, kindness and safety. They will also begin to understand that their views may be different from others around them, but that everyone should be treated with respect.

Roles and responsibilities

This policy and the content of the Relationships Education curriculum has been formulated in conjunction with all stakeholders of Broadmayne first school but with emphasis on the PSHE lead, Rosie Crumbleholme and the Lead governor for PSHE Ali Garrett. The PSHE lead will review the policy regularly and will keep it up to date with any new legislation and ensure that it continues to meet the needs of pupils, staff and parents.

The PSHE lead will also share professional development opportunities from the PSHE Association (and other organisations) as appropriate in order to support the safe and effective delivery of Relationships Education within Broadmayne First School. There are safe and effective interactive posters and guidance on Handling complex issues and creating a safe learning environment displayed in the staffroom.

The governors will approve this policy, and hold the Headteacher to account for its implementation. The Headteacher is responsible for ensuring that Relationship Education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE.

All staff will ensure that:

- ground rules are negotiated with the group before embarking on lessons of a sensitive nature, so that both the staff and pupils can work together in a supportive atmosphere in which all members can speak with confidence and without fear of embarrassment, anxiety or lack of respect.
- all pupils are offered the opportunity to explore ideas, situations and feelings in an atmosphere of confidence, trust and support.
- all pupils understand the importance of equality, trust and respect.
- their teaching is sensitive and age appropriate in approach and content.
- all points of view they may express during the course of teaching Relationships Education are unbiased and free from personal opinion.
- the teaching of Relationships Education is delivered in ways that are accessible to all pupils.
- the emphasis of teaching Relationships Education will always be on the importance and understanding of personal relationships and the right of the individual to make informed choices.
- issues of stereotyping, sexual equality, harassment, rights and legislation underpin the teaching of Relationships Education.
- where appropriate, they direct pupils to seek advice and support from an appropriate agency or individual. It is inappropriate for staff to give pupils personal advice on matters of Relationships Education.
- where a pupil has made it known that they have embarked on a course of action likely to place them at risk, the member of staff will ensure that the pupil is aware of the implications of their behaviour/disclosure. The member of staff should refer any potential concerns to the Designated Safeguarding Lead.

- the correct terms for all body parts are used.
- they use clear, unequivocal language in an objective manner.
- they will (if appropriate) discuss what 'slang' words mean and say that some could be offensive. Staff will use their judgement in discussion depending on the understanding and maturity level of learners and may choose to speak to the parents for support.

Members of staff are also aware that 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 member of staff responsible for safeguarding if they are concerned. Staff are aware that views around Relationships Education related issues are varied. However, while personal views are respected, all Relationship 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 others that may have different opinions.

Safeguarding, reports of abuse and confidentiality:

Teachers need to be aware that effective Relationship Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. In line with the document "Keeping Children Safe in Education" (KCSIE 2025), all staff are aware of what to do if a child tells them that they are being abused or neglected and will follow the school's safeguarding procedures immediately. The staff member will inform the Head Teacher /Designated Child Protection person in line with school policy. A member of staff cannot promise confidentiality if concerns exist.

Please refer to the School's Safeguarding Policy for more information.

How we teach Relationship Education at Broadmayne First School

Our Relationship Education is part of our wider PSHE programme which is delivered during a weekly timetabled lesson, as well as ad hoc references and conversations as appropriate during the other teaching during the school day (for example, discussing gender equality in a history or science lesson or talking about rights and responsibilities during an assembly focussing on world news.)

Relationship Education is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum. The school follows the HeartSmart programme for PSHE, and our Relationship Education curriculum is mainly delivered through this. This is then reinforced with guidance and lessons from the PSHE Association and other organisations. along with our school values of Safe, Kind and Respect.

Lessons contain a variety of teaching methods and strategies that encourage interaction, involvement and questioning: working individually, in pairs and groups; discussions; role play; prioritising; quizzes; research; case studies; games; circle time and visiting speakers. All materials used are age-appropriate and are regularly reviewed.

Curriculum design

Across both Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of safe, positive relationships, such as family life and friendships.

How we monitor and evaluate Relationships Education at Broadmayne First School

The delivery of Relationship Education and RSE is monitored by the PSHE coordinator through the agreed methods for subject leadership and monitoring used throughout the school.

- Short and informal lesson drop-ins
- Talking to the children
- 'Book looks' and the sharing of written work/photos
- Talking to parents
- Talking to staff

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

Relationships and Sex Education content at Broadmayne First School

Sex education has not been made compulsory in primary schools, though the Department for Education 'continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.'

All schools must teach the following as part of the National Curriculum for Science

Key Stage 1

Year 1 - animals including humans

Statutory Requirements - to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Non-statutory - Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.

Year 2 Animals including humans

Statutory - notice that animals, including humans, have offspring which grow into adults

Non-statutory - They should be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

Key Stage 2 - lower - years 3 & 4

There is no statutory science curriculum linked to Relationship Education in years 3 and 4.

Key Stage 2 - upper

Year 5 Living things and their habitats

- Describe the life process of reproduction in some plants and animals.

Year 5 Animals including humans

- Describe the changes as humans develop to old age.

Relationships and Sex Education

As a maintained First 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, we do need to teach the elements of sex education contained in the science curriculum.

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity, safe relationships, consent, safe touch and personal identity. **RSE is not about the promotion of sexual activity.**

RSE involves a combination of sharing information, and exploring issues and values.

We believe it is very important for children to understand each other's development. The world may become rather confusing if half of the population was not aware of what the other half were experiencing. It also helps to ensure that children are mindful of their peers' needs and allows them to develop into sensitive, caring individuals who understand the changes that boys' and girls' bodies experience.

For Years 3 and 4, Relationships, Sex, and Health Education (RSHE) focuses on preparing children for the upcoming changes of puberty by teaching about body confidence and the natural changes that happen as people grow into adolescence and the importance of hygiene.

Children are encouraged to ask questions. If a question from a child arises and the teacher feels it would be inappropriate to answer (e.g. because of its mature or explicit nature), the child's teacher will inform the child's parents/carers of the questions and they will decide how to best answer the question at home. Children in years 3 and 4 are also welcome to ask questions anonymously by writing their queries and putting them into a postbox.

Parents do not have the right to withdraw their children from relationships education. Parents only have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. At Broadmayne, this is regarding body changes in the run up to puberty and during puberty. Requests for withdrawal should be put in writing and addressed to the Headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

Appendix A - possible letter to send home before puberty sessions in KS2

Dear Parents and Carers,

As a part of your child's education at (insert school name), we promote personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) education programme. PSHE education is the curriculum subject that gives young people the knowledge, understanding, strategies and practical skills to live safe, healthy, productive lives and meet their full potential.

I am writing to let you know that, over the next (insert number) weeks, starting (insert date), your child's class will be taking part in lessons which will focus on the relationships and sex education (RSE) aspect of this programme. RSE lessons in year (insert year) will include teaching about (select as appropriate or add examples below): Healthy relationships, including friendships; families; growing and changing, including puberty; personal hygiene; changing feelings; becoming more independent; keeping safe; developing self-esteem and confidence. Pupils will also have opportunities to ask questions.

PSHE education is taught throughout the school in every year group and is monitored and reviewed regularly by the staff and governing body. Please visit the school's website: (insert link to curriculum information here) for more detail about our PSHE curriculum. All PSHE teaching takes place in a safe learning environment and is underpinned by our school ethos and values.

We would like to invite you to attend a parent information meeting on (insert time/date) to find out more about what your child will learn, view the materials and resources being used in lessons and discover how you can best support your child to discuss these topics at home. As a school community, we are committed to working in partnership with parents. If you would like to find out more, we encourage you to attend the information meeting/online workshop and look forward to seeing you there.

Yours sincerely, (Subject lead for PSHE education & contact email address)