

# Broomfield Primary School



## RSE (Relationships and Sex Education) Policy

**Reviewed:** April 2025

**Staff Consulted:** April 2025

**Ratified by Governing Body:** May 2026

**Review Date:** May 2026

### Introduction

Broomfield Primary School is committed to working alongside the parents for the delivery of Relationships, Sex and Health Education. These subjects are designed to equip children with the knowledge to make informed decisions about their wellbeing, health and relationships, as well as preparing them for a successful adult life.

Schools also maintain a statutory responsibility to promote their pupils' wellbeing and to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive Relationships Education programme will have positive impact on pupils' health and wellbeing and their ability to thrive. At our school, we believe relationships and sex education empowers our children to make informed decisions about their wellbeing, health and relationships.

We aim for our Relationships Education, Health Education and Relationships and Sex Education to complement and work alongside existing National Curriculum subjects and our whole school approach to wellbeing and health.

## Relationships Education – Aims and Objectives

Relationships Education is life-long learning about ourselves; it is about the emotional, social and cultural development of pupils and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information, and exploring issues and values. It takes place in many contexts: at home, at school and in the community. Adults at our school, work toward providing a framework in which meaningful discussions can take place and creating a positive culture around the issues of relationships.

We seek to enable our children to:

- Develop good interpersonal and communication skills, preparing them for the future
- Develop caring and stable relationships based on mutual respect, recognise and avoid exploitative relationships
- Respect themselves and others, their views, backgrounds, cultures and experiences
- Be prepared for the physical and emotional effects of puberty
- Value, care for and respect their bodies
- Develop feelings of self-respect, confidence and empathy • Be emotionally and physically healthy and safe

## Delivery, context and content of Relationships Education

Relationships education will be inclusive for all pupils, sensitive to all family and faith backgrounds and pupils' own identities. It will be respectful of all protected characteristics under the Equality Act 2010. Across all Key Stages, pupils will be supported to develop the skills as appropriate to their age and individual needs. Children with special education needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided, where necessary, to ensure that all pupils gain a full understanding.

The skills listed above are taught within the context of family life and friendships, in an age appropriate way. The school environment will reflect, value and celebrate the diversity of friendships and relationships. Lessons will be delivered by school staff. Additional external organisations will also be invited to contribute to enhancing this curriculum e.g. The Road Safety Team, Community and Safeguarding Team, School Nurse Team. The Department for Education (DfE) has set out guidance on what children must learn by the end of Year 6, under a series of themes. Some themes will recur throughout school, while others will be taught in the most appropriate years.

The following framework for Relationships and Health Education has drawn on both the PSHE (Personal, Social, Health and Economic Education), P.E. (Physical Education), Computing and Science Curriculum. At Broomfield, we use the Jigsaw Mindful Approach to PSHE, to support our planning and teaching of Relationships Education, which includes Health Education.

Sch. Year	Age Group	Healthy Me	Relationships	Changing Me
-----------	-----------	------------	---------------	-------------

FS	3-5	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
1	5-6	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and Happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition to Year 2
2	6-7	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
3	7-8	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition to Year 4
4	8-9	Healthier friendships Group dynamics Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition to Year 5
5	9-10	Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception Growing responsibility Coping with change Preparing for transition to Year 6
6	10-11	Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body-image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boysfriends/girlfriends, Sexting Transition to High School

Parents and carers **do not** have the right to withdraw their children from the **statutory** relationship and health education covered within this topic.

## Relationships and Sex Education

Relationships education has been compulsory in primary schools since 2020, so all pupils must take part in these lessons. Sex Education is not compulsory for primary schools. However, the DfE continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of pupils. With this in mind, at Broomfield, we believe that it's part of our role

to ensure that both boys and girls are prepared for the changes that adolescence brings and, drawing on knowledge on the human life cycle set out in the national curriculum for science – how a baby is conceived and born. (p23 DfE Guidance)

## **Aims and Objectives**

The Relationships and Sex Education programme aims to prepare children for the physical and emotional changes which may affect them either during the primary school life or beyond. As a result of the wide variation in physical and emotional maturity, some aspects may be covered which may not affect the majority until secondary school, so great care will be taken to avoid creating unnecessary alarm. An elementary understanding of human reproduction and development, appropriate to the age of the pupils is considered necessary.

## **Delivery, context and content**

Primary age children will often ask their teachers or other adults, questions pertaining to sex or sexuality, which go beyond what is set out for Relationships Education. At Broomfield, we feel it is important to address and handle such questions in an appropriate, sensitive and trusting environment, as unanswered questions could lead to children turning to inappropriate sources of information (p23 DfE Guidance). This may necessitate discussion on a one-to-one basis or in small groups, as not every child in a class will have the same type of questions. We may contact parents if we need guidance about a child's needs or if we think a child would benefit from their parents' input around a particular issue.

While we carry out the key aspects of sex education in Personal, Social and Health Education, we also follow the specific National Curriculum Science objectives. In Key Stage 1 Science, we teach children about how animals, including humans, move, feed, grow and reproduce. In addition to teaching them about the main parts of the body. In Key Stage 2, we teach about life processes and the main stages of the human life cycle in greater depth.

Primary sex education will focus on:

- Sexual difference and naming body parts
- Preparing boys and girls for the changes that adolescence brings
- Exploring the impact of puberty on the body and the importance of physical hygiene
- Understanding that menstruation and wet dreams are considered a normal part of growing up
- How a baby is conceived and born, considered in the context of relationships

In Year 5 and 6 boys and girls will be taught together (as per DfE guidance), however staff facilitate anonymity in terms of children being able to ask questions. It is essential that both the teaching and discussion during Relationships and Sex Education should be conducted using the correct terminology. (**Appendix 1**)

## **The role of parents**

Parents are ultimately responsible for helping their children to cope with the physical and emotional aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings. However, some parents may not feel able to discuss sexual matters fully and freely with their children. We wish to build a positive and supporting relationship with parents/carers of children at our school, through mutual understanding, trust and co-operation.

We will:

- Inform parents and carers of children in Key Stage of the intended resources to be used by the school in the teaching of sex education and when the lessons will take place.
- Take seriously any issue that parents/carers raise with teachers or governors about this policy and the arrangements for Relationships and Sex Education.

We firmly believe that by working together, children will benefit from being given consistent messages about their emotional and physical development, increasing responsibilities and help prepare them for the future.

**“Parents have the right to request that their child be withdrawn from some or all of the sex education delivered, as part of the statutory Relationships and Sex Education” DfE Guidance p.17 (Appendix 2)**

### **Confidentiality and Child Protection/Safeguarding**

Teachers will conduct Relationship and Sex Education lessons in a sensitive manner and in confidence. Teaching staff will respond to questions which arise, either individually or on a class basis, in a manner which is appropriate to the age and maturity of the children. However, if a child refers to being involved, or likely to be involved in sexual activity or an abusive situation, then the teacher will take the matter seriously and deal with it as a matter of child protection.

### **Monitoring and Review**

This policy will be formally reviewed by the school’s governors, on an annual basis, or earlier if new guidance becomes available.

## **Appendix 1: RSE Terminology and definitions**

### **RSE Terminology**

<b>Word</b>	<b>Definition</b>	<b>Year introduced in school</b>
<b>Anus</b>	The opening from the rectum, through which faeces (poo) leaves the body.  The opening on a person's bottom.	<b>1</b>
<b>Breasts</b>	A female's chest, after puberty A set of glands on a female's chest; breasts can produce milk after a woman gives birth. Males also have breasts, but they do not produce milk	<b>1</b>
<b>Cervix</b>	The lower part of the uterus that connects to the vagina. Sometimes known as the neck of the womb.	<b>4</b>
<b>Ejaculation</b>	The release of semen, which contains sperm, from the tip of the penis during orgasm. Some women can also ejaculate during orgasm when fluid is released through the urethra. (This fluid is not urine).	<b>5</b>
<b>Erection</b>	An erection is when the penis is hard because it fills with blood, Erections happen more regularly during puberty.	<b>5</b>
<b>Genitals</b>	These are often called the private parts. The external sexual and reproductive organs of both males and females; the vagina, labia and clitoris of a female and the penis and scrotum of a male.	<b>1</b>
<b>Menstruation</b>	Often called period. When blood and tissue lining of the uterus sheds and comes out the vagina, usually once every month.	<b>4</b>
<b>Ovulation</b>	The release of an ovum (egg) from the ovary each month.	<b>3</b>
<b>Ovary</b>	An organ in a female's body that produces, stores and once a month. Releases ova (eggs). Females are usually born with two ovaries. Ovaries also produce hormones including progesterone, oestrogen and testosterone.	<b>3</b>
<b>Penis</b>	A male's reproductive and sex organ that is made of spongy tissue that fills with blood during sexual excitement and becomes hard (also known as an erection). Urine and semen pass through the penis through a tube called the urethra. Semen comes out of a penis when it is hard.	<b>1</b>
<b>Semen</b>	The whitish, sticky fluid that is released from a penis, during ejaculation. One teaspoon of semen can contain around 300 million sperm.	<b>5</b>
<b>Sexting</b>	The action or practice of sending sexually explicit photographs or messages via mobile phone.	<b>6</b>
<b>Sexual intercourse</b>	When a penis is inserted into a vagina.	<b>5</b>
<b>Testicle</b>	The gland in which sperm and the hormone testosterone are produced.	<b>1</b>
<b>Uterus</b>	The organ in the lower body of a woman or female mammal where offspring are conceived and in which they gestate before birth; the womb.	<b>3</b>
<b>Vagina</b>	A stretchy, muscular tube inside the female body that extends from the vulva to the cervix.	<b>1</b>

<b>Vulva</b>	The external outside) part of a female's genitals.	<b>1</b>
<b>Wet dream</b>	This is the release of semen from a male's penis while he is sleeping, mostly common during puberty.	<b>5</b>

Appendix 2: 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	
---	--