



## RELATIONSHIPS AND SEX EDUCATION POLICY (RSE)

### Policy Summary

At Broomwood, we provide relationship education from Reception to Year 8. Relationships and Sex Education, in addition to what is covered in the science curriculum, is introduced from Year 4.

Relationships and Sex Education (RSE) covers the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity and should not be interpreted as the promotion of sexual activity.

Parents do not have the right to withdraw their children from relationships education but can withdraw their children from the non-statutory/non-science components of sex education which are taught within RSE if their child is not yet secondary school age.

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## **Aims**

The aims of relationships and sex education (RSE) at our schools are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Reflect the values of the school's PSHE programme
- Teach pupils the correct vocabulary to describe themselves and their bodies

## **Additional Policies, Procedures and Legal Framework**

As an Independent school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach

science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996 and Section 80A of the Education Act 2002.

### **Policy Development**

This policy has been developed with staff, pupils and parents. The policy development process involved the following steps:

1. Review – Members of the pastoral team, Head of Department for PSHE and Science pulled together all relevant information including relevant national and local guidance.
2. Staff who teach PSHE were given the opportunity to look at the policy and make recommendations.
3. Parents – parents were informed about the changes and invited in for comments.
4. Pupils in the Prep were spoken to about what they want from their RSE element of PSHE.
5. Ratification – the policy was shared with the Executive Management Committee and ratified.

### **Definition**

At Broomwood, we provide statutory relationship education from Little Broomwood to Year 8. We introduce relationships and sex education, in addition to what is covered in the science curriculum, from Year 4.

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

RSE is not about the promotion of sexual activity.

### **Curriculum**

Our curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings;

- How a baby is conceived and born.

For more information about our curriculum, see Appendix 1.

### Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum.

Pupils also receive stand-alone sex education sessions delivered by the PSHE teachers and trained professionals in Year 7 and 8.

'It happens' (or similar provider) provides stand-alone sessions for the older children at Broomwood Girls and Boys. Information about these is provided prior to them starting in the Summer term.

All RSE lessons at Broomwood Prep – Girls will take place in the Spring Term as well as some as throughout the Summer Term; Boys will take place throughout the year on a cycle published by Heads of Phase to parents.

Relationships and sex education at Broomwood Pre-Prep focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me;
- Caring friendships;
- Respectful, consenting relationships;
- Online relationships;
- Being safe.

Relationships and Sex education at Broomwood Prep – Girls (Year 4 upwards) focuses on teaching:

- Feeling, Thinking, Doing;
- Appropriate/inappropriate touching and age-appropriate discussion around consent
- Puberty including key vocabulary;
- Decision Making;
- Reproduction including menstruation;
- Hygiene.

For more information about our RSE curriculum at all sites, see Appendix 1.

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 can 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).

## **Roles and Responsibilities**

### **The Governors**

The Governors hold the Heads of the schools to account for the implementation of the RSE policy.

### **The Executive Management Committee**

The Executive Management Committee (EMC) are responsible for approving the policy.

### **The Head**

The Heads are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

### **Staff**

Staff 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/non-science components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Staff who currently teach RSE at Broomwood Prep – Girls are:

- Rebecca Ewen
- Hannah Conn
- Nicole Hunt
- Natty Kaplan
- Zoe Clements
- Emma Britton

In the pre prep, form teachers teach RSE to the children.

### **Pupils**

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

## **Parents' Right to Withdraw**

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE, if they are not yet secondary age.

Requests for withdrawal 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.

### **Training**

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

The schools will also invite visitors from outside the school, such as sexual health professionals, to provide support and training to staff teaching RSE.

### **Monitoring Arrangements**

The delivery of RSE at Broomwood Prep – Girls is monitored by Charlotte Norcliffe – Head of PSHE through:

- Planning and assessment scrutiny
- learning walks

The delivery of RSE at Broomwood Prep – Boys is monitored by Natasha Ferguson – Head of PSHE through:

- Planning and assessment scrutiny
- learning walks

The delivery of RSE at Broomwood Pre Prep is monitored by the SLT through:

- Planning scrutiny
- learning walks

A number of parents from Years 1 – 8 from all sites were consulted on the policy and curriculum coverage to ensure collaboration within the wider community. Parents on the PA are contacted annually to assist with the reviewing of the policy and the offer to undertake workshops and talks appropriate to support the conversations that may happen at home.

## APPENDIX 1: RSE GRID OVERVIEW

RSE	
1	<p>Relationships</p> <ul style="list-style-type: none"> <li>• Friendships: Demonstrate some skills needed to make and maintain friendships.</li> <li>• Family: To have identified their special people and be able to describe what makes them special.</li> <li>• Choices: Recognise that some choices will be wrong and other choices will be right.</li> </ul> <p>Changing Me</p> <ul style="list-style-type: none"> <li>• Myself and others: Recognise similarities and differences between themselves and their peers.</li> <li>• Body Parts: Recognise parts of the body and what those parts do.</li> </ul>
2	<p>Relationships</p> <ul style="list-style-type: none"> <li>• Everybody Needs Caring For: Identify ways to show care towards each other. Understand that we all have different needs and need different types of care.</li> </ul> <p>Changing Me</p> <ul style="list-style-type: none"> <li>• Looking after the body: Describe and carry out basic hygiene. Know what to take responsibility for and when to ask for help.</li> <li>• Boys &amp; Girls: Understand and respect differences and similarities between boys and girls.</li> <li>• Male and Female: Describe some differences between male and female animals. Understand that making a new life needs a male and a female.</li> <li>• Naming body parts: Describe the differences between males and females and to name body parts.</li> </ul>
3	<p>Relationships</p> <ul style="list-style-type: none"> <li>• Challenging Gender Stereotypes: Recognise and challenge gender stereotypes. Understand that males and females can do (as well as enjoy) the same tasks and things.</li> </ul>

	<ul style="list-style-type: none"> <li>• Family differences: Recognise that families can be different and to challenge stereotypes about families. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> <li>• Self Esteem: To see oneself as special, to recognise strengths, abilities and personal characteristics.</li> <li>• Decision Making: Recognise that choices require decisions.</li> <li>• Safety: To demonstrate basic techniques to resist pressure. To know who they can go to for support and help.</li> </ul> <p>Changing Me</p> <ul style="list-style-type: none"> <li>• Males and Females: Identify and name male and female body parts using agreed words.</li> </ul>
4	<p>Relationships</p> <ul style="list-style-type: none"> <li>• Characteristics of a good friend and a healthy friendship</li> <li>• Stranger danger + warning signs</li> <li>• PANTS (Inappropriate/appropriate Touching)</li> </ul>
5	<p>Relationships</p> <ul style="list-style-type: none"> <li>• Building self-esteem</li> <li>• Different emotions and how to deal with them</li> <li>• Using appropriate behaviour when relaying feelings</li> <li>• Attributes of a good friend and empathising with other's feelings</li> <li>• Building Good Relationships: Explain the similarities and differences between friendships and intimate relationships including marriage.</li> <li>• Assertiveness (appropriate): Practise being assertive in different situations/ scenarios.</li> </ul> <p>Changing Me</p> <ul style="list-style-type: none"> <li>• Self and body image</li> <li>• Influence of online and media on body image</li> </ul>



	<ul style="list-style-type: none"> <li>• Puberty for girls and boys and hygiene</li> <li>• Understand the role of hormones</li> <li>• Coping with change</li> <li>• Challenging gender stereotypes, being respectful and open-minded towards difference</li> <li>• Naming of organs</li> </ul>
6	<p>Relationships</p> <ul style="list-style-type: none"> <li>• Love and loss</li> <li>• Managing feelings</li> <li>• Healthy friendships – accepting differences and power and control</li> <li>• Assertiveness</li> </ul> <p>Changing me</p> <ul style="list-style-type: none"> <li>• Self-image and Body image</li> <li>• Puberty and feelings</li> <li>• Conception + pregnancy to birth</li> <li>• Decisions to be made before having a baby</li> <li>• Being a parent – skills/qualities required to meet needs of baby</li> <li>• Relationships and Reproduction: Consider reproduction in the context of relationships. Explain how babies are made – including same sex relationships.</li> <li>• Heterosexual or same sex relationships</li> <li>• Physical attraction</li> <li>• Respect and consent within relationships</li> <li>• Inappropriate online messaging</li> </ul>
7	<p>Relationships</p> <ul style="list-style-type: none"> <li>• Positive qualities of healthy relationships</li> <li>• Changing supportive relationships</li> <li>• Managing conflict within relationships; being inclusive</li> <li>• Effect of healthy relationships on mental health – who to talk to if need support</li> </ul>

	<ul style="list-style-type: none"> <li>• Assertiveness in relationships</li> <li>• Respect and consent within relationships</li> <li>• Intimate relationships – loyalty, consent, trust and marriage – legal rights and protections</li> <li>• Peer pressure and freedom to abstain. Your body is your own.</li> <li>• Online relationships and sexting</li> <li>• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li>   <li>• Changing Me</li> <li>• Bodily changes in puberty (inc abuse)</li> <li>• Having a baby (inc IVF)</li> <li>• Roles and responsibilities of parenting</li> <li>• Image and self-esteem</li> <li>• Emotional changes in puberty (inc changes to the brain and support)</li> </ul>
8	<p>Relationships</p> <ul style="list-style-type: none"> <li>• Social media – appearance/body confidence</li> <li>• Challenging the reality of Media portrayal</li> <li>• Positive body talk and confidence</li> <li>• Positive qualities of healthy relationships</li> <li>• How relationships can cause strong feelings and emotions (including sexual attraction) and different levels of intimacy</li> <li>• About the emotional aspects of relationships</li> <li>• What unhealthy relationships look like – child sexual exploitation.</li> <li>• Managing conflict within relationships and Discerning external factors in relationships</li> </ul>

- The right to not have intimate relationships until ready; the definition of consent and the importance of this
- Assertiveness, respect and authenticity within relationships
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- What constitutes harassment and violence and why these are always unacceptable
- Good and bad secrets

#### Changing Me

- Bodily changes in puberty (inc abuse)
- Having a baby and all that might surround this (inc IVF)
- Roles and responsibilities of parenting
- Image and self-esteem
- Emotional changes in puberty (inc changes to the brain and support)
- Coping with change + taking responsibility for change

## APPENDIX 2: BY THE END OF PRIMARY SCHOOL PUPILS SHOULD KNOW

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

### APPENDIX 3: BY THE END OF SECONDARY SCHOOL PUPILS SHOULD KNOW

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"><li>• That there are different types of committed, stable relationships</li><li>• How these relationships might contribute to human happiness and their importance for bringing up children</li><li>• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li><li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li><li>• The characteristics and legal status of other types of long-term relationships</li><li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li><li>• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li></ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>• 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 people in positions of authority and due tolerance of other people's beliefs</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>



TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

**APPENDIX 3: PARENT FORM: WITHDRAWAL FROM SEX EDUCATION WITHIN RSE**

*(Class 4 and above only)*

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	