



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.

RSE also explicitly supports pupils to understand safeguarding, online safety, consent, sexual harassment and healthy relationships in both offline and digital contexts.

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.

Document Control

Owner: DSL/Academic SLT/Head of PSHE

1st Draft: January 2020

Last Revision: September 2026

Review Date: September 2029

Version Number: 4.2

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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
- Develop pupils' understanding of consent as an ongoing, freely given and withdrawable agreement
- Enable pupils to recognise and report harmful, abusive or unsafe behaviour
- Support pupils to critically navigate online content, media and digital relationships

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.

The school also has regard to the most recent statutory guidance including:

- Relationships Education, Relationships and Sex Education and Health Education (DfE, updated 2024/2025)
- Keeping Children Safe in Education (most recent edition)
- Online Safety Act 2023

This policy reflects emerging best practice and expectations for September 2026, particularly in relation to safeguarding, peer-on-peer abuse, online harms, sexual harassment, consent and digital sexual content.

Equality, Beliefs and Respect

RSE is delivered in line with the Equality Act 2010 and with due regard to the protected characteristics. Teaching is factual, age-appropriate and respectful. Pupils are taught about different families and relationships and to treat all people with dignity and respect, while recognising that families and individuals may hold different beliefs.

Teaching about biological reproduction uses medically and scientifically accurate terminology. Teaching about relationships, sex, gender and identity is handled in an age-appropriate, factual and sensitive manner. The school does not seek to promote any particular moral, political or ideological viewpoint and will ensure that teaching is consistent with the statutory guidance.

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.

Teaching about sex is based on biological sex. Teaching about gender identity is handled in an age-appropriate, factual and sensitive manner, without promoting any particular ideology. Pupils are taught to respect others and understand that people may hold different beliefs and experiences.

Curriculum

The curriculum overview in Appendix 1 sets out the planned progression of learning across the schools. It should be read alongside the statutory end-point expectations in Appendices 2 and 3. Leaders responsible for PSHE/RSE will review curriculum coverage regularly to ensure that planned teaching remains aligned with current statutory guidance and that pupils receive the required content at an appropriate stage.

Where content is delivered through science, PSHE, pastoral provision or specialist external sessions, curriculum leaders will maintain oversight of coverage so that statutory expectations are met without unnecessary duplication.

The curriculum overview below should be read alongside the statutory end-point expectations in Appendices 2 and 3. Content may be delivered through PSHE/RSE, science, pastoral provision and carefully quality-assured specialist sessions.

Accessibility and SEND

RSE is taught in a way that is accessible and appropriate to the age, developmental stage, needs and individual circumstances of all pupils, including pupils with special educational needs and/or disabilities (SEND). Staff will make reasonable adjustments to teaching approaches, resources, language, groupings and delivery where appropriate.

Where pupils have additional communication, sensory, cognitive or emotional needs, staff will work with relevant colleagues and, where appropriate, parents/carers to ensure that teaching is accessible and meaningful. The school recognises that some pupils with SEND may be particularly vulnerable to safeguarding risks and will ensure that RSE supports all pupils to recognise boundaries, understand consent, identify unsafe situations and know how to seek help.

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.

Safeguarding and Harmful Sexual Behaviour

RSE explicitly teaches pupils how to recognise, avoid and report harmful or abusive behaviour, including sexual harassment, sexual violence, coercive control and harmful sexual behaviours between peers.

Pupils are taught that:

- Abuse can occur between children as well as from adults
- Sexual harassment (including comments, touching, sharing images or online behaviours) is never acceptable
- They have a right to feel safe and to seek help

Online Safety and Digital Content

Pupils are taught:

- About sexually explicit content

- That AI-generated content, deepfakes and filters can distort reality
- How to block, report and seek support for harmful online material

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

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.

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 child from Relationships Education or from the statutory science curriculum.

At primary age, parents may request withdrawal from sex education that is not part of the statutory science curriculum. Requests should be made in writing using the form in Appendix 4 and addressed to the Headteacher.

At secondary age, the school will manage any request for withdrawal from sex education in accordance with the statutory requirements applicable to secondary pupils. The school will discuss requests with parents and, where appropriate, the pupil, and will ensure that pupils receive appropriate education in line with their age and the law. Alternative, purposeful work will be provided where a withdrawal is agreed.

The school will make clear to parents which parts of the curriculum are Relationships Education, statutory science and additional 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.

All staff delivering RSE receive regular training on:

- Safeguarding and peer-on-peer abuse
- Sexual harassment and harmful sexual behaviour
- Online harms and digital sexual content

- Current legal guidance on sex, gender and consent

Training is refreshed annually.

Monitoring Arrangements

The delivery of RSE is monitored by senior leaders through:

- Planning scrutiny
- Learning walks

Parents are provided with curriculum overviews and opportunities to attend information sessions. The school works in partnership with parents while meeting statutory safeguarding duties.

Parents from Years 1 – 8 from all sites were informed about changes to the policy and were invited to share their feedback.

APPENDIX 1: RSE CURRICULUM OVERVIEW

RSE at Broomwood is delivered progressively from the Early Years to Year 8 through PSHE/RSE, science and pastoral provision. Learning is revisited and developed in an age-appropriate way as pupils mature.

Phase / Year Group	Key Areas of Learning
Early Years & Year 1	Recognising and managing feelings; families and people who care for us; friendships; respect and kindness; recognising similarities and differences; body awareness and correct vocabulary; personal boundaries; asking for help and staying safe.
Years 2–3	Healthy and supportive relationships; family differences; friendships and inclusion; respect and stereotypes; managing feelings and conflict; personal safety; appropriate and inappropriate contact; online safety and recognising when to seek help.
Year 4	Healthy friendships and relationships; recognising warning signs and unsafe situations; personal boundaries; appropriate and inappropriate touch; body changes and growing independence.
Year 5	Self-esteem and body image; managing emotions; healthy relationships and assertiveness; puberty, hygiene and hormonal changes; challenging stereotypes; respect for difference.
Year 6	Healthy and respectful relationships; managing conflict and peer influence; consent and personal boundaries; puberty and emotional changes; conception, pregnancy and birth; parenting; physical attraction; online communication and safety.
Year 7	Positive and supportive relationships; respect, trust and consent; managing conflict and peer pressure; recognising unsafe relationships; online relationships and digital safety; puberty and emotional development; reproduction, pregnancy and parenting; body image and self-esteem.

Phase / Year Group	Key Areas of Learning
Year 8	Healthy and unhealthy relationships; intimacy and sexual attraction; consent and the right to delay intimate relationships; sexual harassment, exploitation, coercive control and violence; online and media influences; body confidence; puberty and emotional wellbeing; pregnancy, parenting and taking responsibility for change.

Across all year groups, pupils are taught to develop **self-respect, empathy, confidence, resilience and the ability to recognise unsafe situations, seek support and report concerns.**

Online safety, safeguarding, respectful behaviour and healthy relationships are revisited throughout the curriculum in an age-appropriate way.

The detailed schemes of work and lesson resources are maintained separately by curriculum leaders and are reviewed regularly to ensure progression and alignment with statutory requirements.

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

Topic	Pupils should know
Families and people who care for me	That families can provide love, security and stability; that families may look different; and how to recognise when family relationships feel unhappy or unsafe and seek help.
Caring friendships	The characteristics of healthy friendships, including kindness, trust, respect, loyalty and support; how to manage disagreements; and when and how to seek help if a friendship feels unhealthy or unsafe.
Respectful relationships	The importance of treating others with respect, including those who are different; the importance of self-respect, courtesy and good manners; how stereotypes and bullying can cause harm; and the importance of asking for and giving permission.
Online relationships	That people may behave differently online; that the same expectations of kindness and respect apply online; how to recognise online risks and harmful content; and how information and images can be shared and used online.
Being safe	That their body belongs to them; appropriate personal boundaries and privacy; the difference between safe and unsafe contact; that unsafe secrets should be shared with a trusted adult; and how to recognise, report and seek help about abuse or unsafe situations.
Growing and changing	The correct names for body parts; the physical and emotional changes associated with growing up and puberty; the importance of personal hygiene; and, as appropriate, how a baby is conceived and born.
Seeking help	Who they can trust, where to seek advice and support, and that they should keep asking for help until they are heard.

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

Topic	Pupils should know
Families and long-term relationships	The characteristics of committed and stable relationships; the legal status and significance of marriage and other long-term relationships; the responsibilities of parenting; and how to recognise unsafe relationships and seek help.
Respectful relationships and friendships	The characteristics of healthy relationships, including trust, respect, honesty, boundaries, privacy and consent; how to manage conflict and end relationships safely; the impact of stereotypes and bullying; and that harassment, violence and coercive control are unacceptable and, in some cases, criminal.
Equality and respect	Their legal rights and responsibilities under the Equality Act; the importance of treating others with dignity and respect; and that everyone is unique and equal.
Online and media	Their rights and responsibilities online; the risks of sharing personal or intimate material; the difficulty of removing content once shared; the impact of harmful and sexually explicit content; and how to report concerns and access support.
Consent and being safe	The meaning of consent and that it must be freely given and can be withdrawn; how to recognise exploitation, grooming, coercion and abuse; and the law relating to sexual harassment, sexual violence, rape, domestic abuse, forced marriage, honour-based abuse and FGM.
Intimate relationships	The characteristics of healthy intimate relationships, including mutual respect, trust, loyalty, consent and communication; strategies for managing sexual pressure; and that there is a choice to delay sex or to enjoy intimacy without sex.
Sexual and reproductive health	The facts about fertility and reproductive health; contraception and safer sex; pregnancy, miscarriage and pregnancy choices; STIs, including HIV, testing and treatment; and how alcohol or drugs can increase sexual risk-taking.
Accessing help and support	How and where to access confidential advice and support relating to relationships, sexual health and reproductive health.

APPENDIX 4: PARENT FORM: WITHDRAWAL FROM SEX EDUCATION WITHIN RSE

(Year 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:	

