

# Brookfield Park Primary School

*Nurture, include and inspire to  
succeed*



## RSE/PSHE Policy

*December 2025*

Policy will be reviewed September 2025

## **Relationships and Sex Education (RSE) Policy**

### **INTENT**

Curriculum Intent Statement (October 2019)

‘Enriching lifelong learning by promoting resilient, confident and caring pupils!’

WE WANT OUR PUPILS TO: -

have high expectations and belief in themselves each and every day;  
be self-motivated to acquire comprehensive mastery skills in communication, reading, writing and mathematics, and to be committed to achieve the highest possible standards in all other subjects;  
develop the curiosity and focus to build, retain and apply key knowledge and skills across the curriculum, with increasing fluency and independence;  
persevere when facing challenges with confidence and optimism;  
contribute to our school and community spirit, both today and in the future;  
show tolerance and respect for all differences and diversity in our school, neighbourhood and the wider world

### **Statement of Intent for Personal, Social, Health, Relationships and Economic Education**

‘PSHRE enables our children to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our pupils with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.’

This policy sets out our approach to statutory Relationships Education and non-statutory Sex Education within the PSHRE curriculum. It was produced by the PSHRE Subject Leader in consultation with the Headteacher, Senior Leadership Team and lead governor for PSHRE.

Our school’s relationship and sex education policy is based on the statutory guidance document “Relationships and Sex Education (RSE) and Health Education” (DfE, 2019) and the PSHE Association’s supplementary guidance “Writing your school’s relationships and sex education (RSE) policy” (PSHE Association, September 2018)

DfE guidance states that from September 2020, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non statutory, with the exception of the elements of sex education contained in the science national curriculum including the main external body parts, the human life cycle (including puberty) and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHRE education lessons.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information:

*“It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement....*

*“It is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born”*

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Our definition of Relationships Education includes all of those elements defined within this statutory topic – these are detailed below in the ‘RSE Curriculum’ section.

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we specifically identify any nonstatutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education.

### **IMPLEMENTATION Rationale and Ethos**

At Brookfield Park primary school, RSE is underpinned by the ethos and values of our school. Our vision is to create a safe, positive and stimulating environment in which all members of the school community learn and grow in confidence, knowledge and skills.

Through our PSHRE programme we aim to enable our children to become healthy, independent and responsible members of society. We aim to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our pupils with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

RSE is lifelong learning about personal, physical, moral and emotional development. It is set in the context of clear values about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It will teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

## **Roles and Responsibilities**

Relationships and Sex Education (RSE) forms part of the Personal, Social, Health and Economic (PSHRE) education curriculum in our school. The RSE programme is led by the PSHRE Leader with the support of the PSHRE lead governor and Senior Leadership Team.

PSHRE lessons are taught by class teachers, supported when and if appropriate by expert visitors. Teaching staff receive support in the delivery of the RSE curriculum from the PSHRE lead and with the support of external experts as required e.g. NSPCC

As a school we are aware that the primary responsibility for providing children's RSE lies with parents and carers. We recognise the need to work with parents and carers to ensure a shared understanding of RSE and to deliver an effective programme that meets the needs of our pupils.

Effective Relationships & Sex Education will make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain positive, healthy relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

At Brookfield Park we teach RSE using the scheme of work produced by the PSHE association. This scheme of work fulfils the statutory government requirements for teaching PSHRE including 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'. The school's scheme of work is tailored to meet our pupils' specific needs. We expect teachers to use the PSHRE programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. We supplement this with materials from 'ROAR'

## **Content and Structure of PSHRE curriculum**

The programme of study is broken down in to three core themes – Health and Wellbeing, Relationships and Living in the wider world.

These core themes are then broken down further as detailed below:

### Core Theme 1 – Health and Wellbeing

- Healthy Lifestyles (physical wellbeing)
- Mental health
- Ourselves; growing and changing
- Keeping safe
- Drugs, alcohol and tobacco

### Core Theme 2 – Relationships

- Families and close positive relationships
- Friendships
- Managing hurtful behaviour and bullying
- Safe relationships
- Respecting self and others

### Core Theme 3 – Living in the wider world

- Shared Responsibilities
- Communities
- Media and digital resilience
- Economic wellbeing- money
- Economic wellbeing – Aspirations, work and career
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**Parents/carers can access more details about specific aspects covered in Year groups on the PSHRE page in the Curriculum area of our school website.**

## **MANAGING DIFFICULT QUESTIONS**

During both formal and informal PSHRE/RSE sessions, pupils are encouraged to ask questions. Any questions from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer. Teachers will:

- use specific ground rules for this work which will clarify boundaries for children/young people, and mitigate disclosures in class
- clarify that personal questions should not be asked
- clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. school nurse, teacher, pastoral staff.

In some lessons, an anonymous question box may be used to allow children to ask questions about potentially sensitive or embarrassing topics.

Teaching staff will endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom, or that is not age-appropriate (or within the school's RSE policy), provision may be made to address the individual child/young person's requirements. The school believes that individual teachers must use their professional skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned about any question from a safeguarding perspective.

If a teacher does not know the answer to a question or if a question is felt to be inappropriate, this should be acknowledged and, if considered necessary, this may be followed up outside of the classroom environment with individual pupils.

Children may also be signposted back to parents/carers who have ultimate responsibility in talking to their children about sensitive matters. We will also encourage parents to talk with school if they have any questions or queries, and if they would like advice on how to better support their child and continue learning outside of the classroom.

## **SPECIAL EDUCATIONAL NEEDS**

Our pupils have different needs based on their emotional and physical development, life experiences, and learning differences, but we aim to ensure that all pupils are properly included in RSE. Teachers will plan and deliver work in a variety of ways, in order to meet the needs of

individual pupils with SEND. We focus on activities that increase a pupil's assertiveness, communication and relationship skills, their self-esteem and understanding.

## EQUALITIES AND DIVERSITY

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's equal opportunities policy.

All RSE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). 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. The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in school.

In our school we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness. We do not use RSE as a means of promoting any form of sexual orientation.

## THE ROLE OF PARENTS/PARENTAL RIGHT OF WITHDRAWAL

We recognise that parents and carers are the primary providers of RSE for their children. Our RSE curriculum is designed to support and complement this. We aim to build a positive and supportive relationship with parents and carers through mutual understanding, trust and cooperation.

In promoting this we will:

- Communicate with parents informing them of any up-coming focus, giving them an opportunity to ask questions about their child's learning.
- Inform parents about the school's RSE policy and practice;
- Provide opportunities to view videos, lesson plans and resources used in the RSE programme;
- Answer any questions that parents may have about RSE for their child;
- Take seriously any issues or concerns that parents raise.

We believe that all of the content within our school's PSHRE curriculum, including RSE, is of the utmost importance and relevance to all pupils. However, parents have the legal right to request that their child be withdrawn from some or all **non-statutory** sex education other than that which is part of the National Curriculum for Science.

Please note there is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any statutory sex education that forms part of the National Curriculum for science. These are statutory requirements which the DfE mandates schools to teach; please see the statutory document if further information is required.

We will inform parents of the right to withdraw by letter in the first part of summer term in advance of non-statutory sex education lessons being taught. Parents and carers who wish to exercise their right to withdraw their child from non-statutory sex education should talk with

the class teacher, the PSHRE Subject Leaders or the Headteacher who will explore any concerns and discuss resources being used.

If parents still wish to withdraw their child from non-statutory sex education lessons, this request will be recorded, and suitable alternative arrangements made for pupils during relevant lessons. The issue of withdrawal will be handled as sensitively as possible. Parents should also understand that the decision to remove their child from these lessons means that they themselves will assume responsibility for talking to their children about any related sex education themes covered outside of National Curriculum Science.

## **IMPACT**

Our aim is to provide RSE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we regularly review the RSE curriculum to evaluate its effectiveness and will inform parents of any revisions to the school policy or curriculum as required.

Teachers will continually reflect on the effectiveness of our PSHRE provision, and the PSHRE Subject Leader will gather staff views through regular Staff Voice feedback. Pupil Voice exercises will also be used to inform reviews and updates to planning, resources and activities.

SEC of the governing board monitors our RSE policy on a regular basis. This committee reports its findings and recommendations to the full governing board, as necessary, if the policy needs modification.