# BROOKE PRIORY SCHOOL

# Relationships, Sex and Health Education (RSHE) Policy

## Scope of this Policy

All teaching staff and pupils (including EYFS)

## Policy Overview and Statutory Context

At Brooke Priory School, we recognise that high-quality Relationships, Sex and Health Education (RSHE) is essential to pupils' personal development, wellbeing, and safety. RSHE supports children to develop the knowledge, skills, and attitudes they need to form positive relationships, manage emotions, stay healthy, and make informed decisions as they grow.

Many of these aspects are values and aims of our school which are a prominent feature of school life.

**Brooke Priory School Values:**

· Friendliness and Happiness

· Confidence

· Respectfulness

· Hard Work and Resilience

· Honesty

· Teamwork

**Brooke Priory School Aims:**

· Excellence in teaching and learning

· A world of opportunity

· Positive relationships

· A sense of belonging

· Global contributor

This policy sets out the school's approach to RSHE in line with statutory guidance and reflects our commitment to safeguarding, inclusion, and promoting pupils' physical and mental wellbeing.

This policy has been developed in accordance with:

- The Children and Social Work Act 2017
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (DfE)
- Keeping Children Safe in Education
- The Equality Act 2010

In primary schools:

- Relationships Education is statutory
- Health and Wellbeing Education is statutory
- Sex Education is not statutory beyond the National Curriculum for Science

## Definition and Scope of RSHE

RSHE is made up of three interrelated components.

**1. Relationships Education (Statutory)**

*Relationships Education supports pupils to develop healthy, respectful relationships. This includes learning about:*

- Families and people who care for me
- Caring friendships
- Respectful and kind relationships
- Online safety and awareness
- Being safe, including personal boundaries, consent, and safeguarding in an age-appropriate way

**2. Health and Wellbeing Education**

*Health Education forms an important part of the school's PSHE programme and supports pupils to understand how to maintain their physical and mental health and wellbeing. For independent schools, the statutory Health Education requirements do*

*not apply; however, the school provides age-appropriate health education as part of its PSHE provision*.

This includes:

- physical and mental health and wellbeing
- wellbeing online
- physical health and fitness
- healthy eating and nutrition
- drugs, alcohol, tobacco and vaping
- health protection and prevention
- personal safety
- basic first aid
- growing and changing bodies

There is no right of withdrawal from Health Education.

**3. Sex Education (Non-Statutory)**

*Sex Education, where taught beyond the statutory Science curriculum, is:*

- carefully planned and age-appropriate
- delivered sensitively and inclusively
- clearly communicated to parents and carers
- consistent with the school's ethos and values.

Any additional sex education beyond the statutory Science curriculum is non-statutory. Parents and carers have the right to request that their child be withdrawn from non-statutory sex education, in accordance with the school's withdrawal arrangements.

Single gender lessons will be used as deemed appropriate by the school e.g. about the changing body. It's important to note that, although separated groups may have different activities, the messages and information they receive will be consistent. It's important that children learn about all changes, not just their own. Sex education will be taught to the Form VI pupils by an external specialist practitioner (The Conversation Stamford). Brooke Priory is responsible for ensuring that content delivered fits in line with the planned programme and published policy. Prior to the sessions, we will discuss the detail of what will be delivered and ensure it is age-appropriate and accessible for

all pupils. It is important to agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with the school's policy. Parent will be informed of the sex education workshop dates in advance.

## Curriculum Organisation and Delivery

RSHE is taught as part of the school's planned PSHE curriculum and is delivered regularly across the academic year. Lessons are taught by class teachers and are timetabled within the school week (30 minutes once a week), ensuring consistent and age-appropriate coverage for all pupils.

*RSHE is delivered using the 1decision programme, which:*

- Meets statutory Relationships and Health Education requirements
- Provides a progressive, story-led curriculum
- Supports curriculum sequencing and progression
- Includes teacher guidance and assessment opportunities

*RSHE is taught regularly and reinforced through cross-curricular links, including:*

- Science (statutory elements)
- Computing (online safety)
- Assemblies and whole-school themes
- Physical education (physical and emotional wellbeing)
- Religious Education

Pupils will mainly be taught in their class groups. Teachers may adapt sequencing or revisit content in response to emerging pupil needs, such as safeguarding concerns, wellbeing issues or behaviour/topical issues.

***Appendix 1 – See curriculum overview***

***Appendix 2 (Link to 1Decision Website) –*** Parent/Carer Zone

## Inclusion, SEND and Equality

RSHE is delivered in line with the Equality Act 2010 and promotes respect for difference and diversity. Teaching is inclusive and reflects the needs of all pupils. The school creates a safe environment where all staff and children are respected and free to express their beliefs and opinions without fear of discrimination. The school understands its responsibilities in relation to the Equality Act 2010, specifically, that it mustn't unlawfully discriminate against:

- Women/girls and men/boys;
- People of different races;
- Disabled people;
- People with different religions or beliefs or with no religion or belief;
- People of different ages;
- Lesbian, gay and bisexual and straight people;
- People who have changed their sex.

*For pupils with special educational needs or disabilities (SEND), RSHE is adapted to ensure accessibility by:*

- Using clear and consistent language and visuals
- Breaking learning into smaller steps
- Providing additional scaffolding or repetition
- Considering pupils' emotional and developmental needs

The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships and sex education, and the programme will be designed to be inclusive of all pupils. Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. When deciding whether support is necessary to support pupils with a particular protected characteristic, we'll consider our pupils' needs, including the gender and age range of our pupils. We'll encourage children to be respectful of the differences between boys and girls, but we will also be careful of assuming that boys and girls have distinct characteristics which can lead to negative stereotyping.

## Safeguarding and Safe Learning Environment

RSHE is delivered within a safe, supportive, and respectful learning environment where pupils feel able to participate and ask questions appropriately.

*To support this:*

- Ground rules are agreed with pupils at the start of RSHE lessons to promote respect, confidentiality, and appropriate discussion
- Correct and age-appropriate terminology is used sensitively by staff
- Teaching approaches such as distancing techniques are used where appropriate, allowing scenarios and examples to be discussed without personalising experiences
- Opportunities are provided for pupils to ask questions in a range of ways, including anonymous question boxes or written questions, to reduce pressure and support pupil confidence
- Personal disclosures are not encouraged during lessons, and pupils are reminded that sensitive concerns should be shared with a trusted adult
- Pupils are signposted to trusted adults and support systems within the school for further help or discussion
- If a child's question isn't appropriate to answer in front of the class, the teacher will explain calmly that this isn't part of today's discussion and will discuss it later
- Individual questions may be answered by the teacher at the end of the session

All RSHE teaching is underpinned by the school's safeguarding procedures. Any disclosures or concerns arising from RSHE lessons are handled in line with the Safeguarding and Child Protection Policy.

## Roles, Responsibilities and Staff Training

**Leadership and Governance**

- The Headteacher has overall responsibility for RSHE provision
- The Headteacher, in accordance with the Proprietor, approves this policy and monitors its implementation

- The PSHE/RSHE Lead (Vicki Marsh) oversees curriculum planning, progression, and staff support

**Teaching and Support Staff**

*Staff delivering RSHE:*

- Follow the agreed curriculum
- Create a safe and respectful learning environment
- Respond appropriately to pupil questions and disclosures

**Staff Training**

Staff involved in the delivery of RSHE receive appropriate training and ongoing support to ensure confidence, consistency, and safeguarding compliance. This includes induction support, access to guidance and resources, and updates linked to statutory changes or emerging pupil needs.

## Parental Engagement and Communication

We value open and transparent communication with parents and carers and recognise the important role they play in supporting their child's RSHE learning. The school works in partnership with parents and carers to ensure RSHE is delivered in a clear, sensitive, and age-appropriate way.

*The school will:*

- inform parents and carers about the RSHE curriculum, including the themes covered in each year group and how learning is delivered
- send out an annual letter to parents from the PSHE/RSHE lead
- provide opportunities for parents and carers to view RSHE curriculum content
- respond to questions, feedback, or concerns in a timely, respectful, and supportive manner
- offer discussion with appropriate members of staff where further clarification or reassurance is needed

Parents and carers have the right to request withdrawal **(see appendix 3)** of their child from non-statutory sex education taught beyond the National Curriculum for science (Form VI pupils). There is no right of withdrawal from Relationships Education or Health Education. Any requests for withdrawal are managed sensitively, in line with statutory guidance, and in discussion with parents or carers to ensure the child's wellbeing and educational needs remain central.

Parents are invited to email class teachers with any questions or comments and the Headmaster and RSHE Curriculum Leader are available for telephone consultations if a parent requests it. Parents will be informed through the school website about the content of the Relationships and Sex Education taught in each year group. In addition, parents will be consulted in the review of the curriculum and this policy and are encouraged to provide their views at any time.

## Monitoring, Evaluation and Feedback

RSHE is monitored and evaluated to ensure it remains effective, relevant, and responsive to pupils' needs. Monitoring focuses on the quality of provision, pupil understanding, and the impact of learning over time.

*This includes:*

- **Pupil voice**, gathered through discussion, reflection activities, and feedback, to understand pupils' experiences, confidence, and understanding of RSHE themes. Pupil voice is used to inform curriculum development and ensure learning reflects pupils' needs and lived experiences.
- **Assessment and progress tracking**, using age-appropriate, non-judgemental methods such as discussion outcomes, written reflections, and teacher observations. Assessment information is used to identify strengths, gaps in understanding, and areas requiring reinforcement.
- **Teacher reflection**, where staff review lesson delivery and pupil responses to inform future planning and adapt teaching where necessary.
- **Leadership monitoring**, including curriculum reviews, lesson visits where appropriate, and scrutiny of planning and assessment information to ensure consistency, progression, and statutory coverage across the school.

Monitoring and evaluation of RSHE takes place on a planned and regular basis and is led by the PSHE/RSHE Lead, with oversight from senior leaders. Findings from monitoring activities are used to inform curriculum review, staff training, and future planning, ensuring continuous improvement.

**Links to Other Policies**

This policy should be read alongside the following:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Online Safety Policy
- Equality Policy
- SEND Policy
- Anti-Bullying Policy

This RSHE policy has been developed by the school's senior leadership team in consultation with the PSHE/RSHE Lead and with reference to statutory guidance and safeguarding requirements. Where appropriate, the views of staff, parents and carers, and pupils have been considered to inform the content of the policy.

The policy is approved by the Headteacher in accordance with the school's proprietor and is reviewed annually, or sooner if statutory guidance or local circumstances change.

*As part of the review process, the school will:*

- review updates to statutory RSHE guidance and related safeguarding documentation
- consider feedback from pupils through pupil voice activities
- seek feedback from staff involved in the delivery of RSHE
- provide parents and carers with opportunities to view the policy and submit feedback, in line with consultation requirements
- make amendments where necessary to ensure the policy remains relevant, compliant, and responsive to pupils' needs
- Following review, any significant changes to the policy will be shared with parents and carers.

- **Appendix 1 – Whole School Curriculum Overview**

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| **Ks** | To follow the EY topics as and when suited during circle times. | | | | | |
| **Form I** | Keeping safe/Staying safe Unit<br>• What I Know Now<br>• Road Safety<br>Being Responsible Unit<br>• What I Know Now<br>• Water Spillage<br>Feelings and Emotions Unit<br>• What I Know Now<br>• Jealousy | | Keeping Staying Healthy Unit<br>• What I Know Now<br>• Washing Hands<br>Relationships Unit<br>• What I Know Now<br>• Friendship<br>Computer Safety Unit<br>• What I Know Now<br>• Online Bullying | | A World Without Judgement Unit<br>• What I Know Now<br>• Democracy<br>Our World Unit<br>• What I Know Now<br>• Growing in Our World<br>Fire Safety Unit<br>• What I Know Now<br>• Hoax Calling | |
| **Form II** | Keeping safe/Staying safe Unit<br>• Tying Shoelaces<br>• Staying Safe<br>Being Responsible Unit<br>• Practice Makes Perfect<br>• Helping Someone in Need<br>Feelings and Emotions Unit<br>• Worry<br>• Anger | | Keeping Staying Healthy Unit<br>• Healthy Eating<br>• Brushing Teeth<br>Relationships Unit<br>• Bullying<br>• Body Language<br>Computer Safety Unit<br>• Image Sharing<br>• Computer Safety Documentary | | A World Without Judgement Unit<br>• Individual Liberty<br>• Rule of Law<br>Our World Unit<br>• Living in Our World<br>• Working in Our World<br>Fire Safety Unit<br>• Petty Arson<br>• Enya and DeeDee visit the fire station | |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| **Form III** | Keeping safe/Staying safe Unit<br>• Leaning Out of Windows<br>• What I've Learnt<br>Being Responsible Unit<br>• Stealing<br>• What I've Learnt<br>Feelings and Emotions Unit<br>• Grief<br>• What I've Learnt | | Keeping Staying Healthy Unit<br>• Medicine<br>• What I've Learnt<br>Relationships Unit<br>• Touch<br>• What I've Learnt<br>Computer Safety Unit<br>• Making Friends Online<br>• What I've Learnt | | A World Without Judgement Unit<br>• Tolerance<br>• What I've Learnt<br>Our World Unit<br>• Looking After Our World<br>• What I've Learnt<br>Fire Safety Unit<br>• Texting Whilst Driving<br>• What I've Learnt | |
| **Form IV** | Keeping safe/Staying safe Unit<br>• What I Know Now<br>• Cycle Safety<br>Being Responsible Unit<br>• What I Know Now<br>• Coming Home on Time<br>Feelings and Emotions Unit<br>• What I Know Now<br>• Jealousy | | Keeping Staying Healthy Unit<br>• What I know Now<br>• Healthy Living<br>Relationships Unit<br>• What I Know Now<br>• Relationships<br>Computer Safety Unit<br>• What I Know Now<br>• Online Bullying | | A World Without Judgement Unit<br>• What I Know Now<br>• Breaking Down Barriers<br>Our World Unit<br>• What I Know Now<br>• Chores At Home<br>Fire Safety Unit<br>• What I Know Now<br>• First Aid Year 4 | |

| | | | |
|---|---|---|---|
| **Form V** | Keeping safe/Staying safe Unit<br>• Peer Pressure<br>• Adults' and Children's Views<br>Being Responsible Unit<br>• Looking Out for Others<br>• Adults' and Children's Views<br>Feelings and Emotions Unit<br>• Anger<br>• Adults' and Children's Views | Keeping Staying Healthy Unit<br>• Smoking<br>• Adults' and Children's Views<br>Growing and Changing<br>• Puberty<br>• Adults' and Children's Views<br>Computer Safety Unit<br>• Image Sharing<br>• Adults' and Children's Views | A World Without Judgement Unit<br>• Inclusion and Acceptance<br>• Adults' and Children's Views<br>Our World Unit<br>• Enterprise<br>• Adults' and Children's Views<br>First Aid Unit<br>• First Aid (Year 5) |
| **Form VI** | Keeping safe/Staying safe Unit<br>• Water Safety<br>• What I've Learnt<br>Being Responsible Unit<br>• Stealing<br>• What I've Learnt<br>Feelings and Emotions Unit<br>• Worry<br>• What I've Learnt | Keeping Staying Healthy Unit<br>• Alcohol and Drugs<br>• What I've Learnt<br>Growing and Changing<br>• Sex and Relationships Education<br>Computer Safety Unit<br>• Making Friends Online<br>• What I've Learnt | A World Without Judgement Unit<br>• British Values<br>• What I've Learnt<br>The Working World Unit<br>• In App Purchases<br>• What I've Learnt<br>First Aid Unit<br>• First Aid (Year 6) |

**RSE Mandatory Areas Covered Throughout School**

| | Families and People who Care for Me | Caring Friendships | Respectful, Kind relationships | Online Safety & Awareness | Being safe | General wellbeing | Wellbeing Online | Physical health and fitness | Healthy eating | Drugs, alcohol, tobacco & vaping | Health protection & prevention | Personal Safety | Basic first aid | Developing Bodies |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Form I** | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | |
| **Form II** | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | |
| **Form III** | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| **Form IV** | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |
| **Form V** | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| **Form VI** | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

**Appendix 3**

# Sex Education: Information for Parents and Carers

## What Your Child Will Be Taught

At Brooke Priory School, we understand that teaching children about relationships, growing up and human development is an important part of supporting their wellbeing, safety and preparation for the future. We also recognise that parents and carers play a vital role in these conversations and that schools and families work best when they work together openly and supportively.
Relationships and Health Education (RHE) is statutory for all primary schools in England and forms part of our PSHE curriculum. This includes puberty education. Parents and carers do not have the right to withdraw their child from any content that covers statutory Relationships or Health Education objectives, or national curriculum science objectives (including human development and reproduction).

In addition to the statutory curriculum, our school also chooses to deliver a Sex Education unit. This is taught in Form VI and delivered by The Conversation Stamford. The age-appropriate workshop is delivered sensitively and covers; physical and emotional changes during puberty, reproductive organs and correct biological terminology, sexual intercourse and conception, pregnancy and birth. This is the only element of our PSHE/RSHE provision from which parents and carers may request withdrawal.

We hope you trust that, as a school, we take decisions around RSHE content very seriously. All materials are carefully selected and reviewed to ensure they remain age-appropriate, sensitive and relevant to children's current needs and levels of maturity. Our priority is always to support children in developing accurate understanding, confidence, safety awareness and respect in a way that is appropriate for their stage of development.

## Why We Teach Sex Education

We believe it is important that children receive accurate, age-appropriate information in a safe environment - from a trusted adult, rather than from peers or online sources. Research shows that children who do not receive this information at school are more likely to turn to the internet, where content can be misleading, harmful or age inappropriate.
Our teaching is carefully planned, sensitive in its delivery, and gives pupils the opportunity to ask questions in a supportive setting.

## Requesting Withdrawal from the Conception Unit

If, after discussing concerns with your child's class teacher and/or the RSHE lead (Mrs Marsh), you wish to withdraw your child from the Form VI Sex Education workshop, please follow the process below.
***Our withdrawal process:***
Please put your request in writing to the school headmaster (Mr Flint) and school proprietor (Mrs Bell).
Please be aware that any request for withdrawal will be noted and kept on your child's record, in line with statutory guidance.
If you have any questions about our RSHE curriculum, please contact Mr Flint or Mrs Marsh who will be happy to answer any of your questions.