



**Brougham**  
Primary School

**Relationships, Sex and Health Education Policy**

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## **Intent**

The aims of relationships, sex and health education (RSHE) at Brougham Primary School 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
- Teach pupils the correct vocabulary to describe themselves and their bodies

At Brougham Primary School, we aim to prepare our pupils to cope with the physical and emotional challenges of growing up, and to give them an age appropriate understanding of human reproduction. Sex and relationships education will contribute to the requirements of the Education Reform Act 1988, i.e.

-Promote spiritual, moral, cultural, mental and physical development of pupils within the school and society;

- Prepare such pupils for the opportunities, responsibilities and experiences of adult life

We understand the importance of developing an awareness of their own wellbeing and the use of mindfulness in order to support both a healthy mind and healthy body. We will support children to develop life skills such as resilience, confidence, independence, resourcefulness and thinking for themselves. We will develop their knowledge of ways to keep themselves and others safe.

## **Statutory requirements**

As a mainstream primary school, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSHE, 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](#).

This policy is to be read in conjunction with the Safeguarding and Child Protection Policy

At Brougham Primary School, we teach RSHE as set out in this policy.

## **Policy development**

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

1. Review – a working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents and any interested parties were invited to read the policy, complete a parent questionnaire and voice any suggestions or personal opinions, as to how the policy could be amended
4. Pupil consultation – we gained pupil voice about the relationships and sex education curriculum
5. Ratification – once amendments were made, the policy was shared with governors and ratified

### **Definition**

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSHE involves a combination of sharing information, and exploring issues and values. RSHE is not about the promotion of sexual activity.

### **Curriculum Implementation**

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 in consultation with parents, pupils and staff, taking into account 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.

The relationships education involves:

- Preparing boys and girls for the changes that adolescence brings, which is included in the statutory RSHE curriculum
- If children pose any questions, which fall outside of the statutory curriculum, teachers will inform their parents the same day, so that this can be dealt with sensitively at home.

For more information about our curriculum, see our curriculum map in Appendix 1.

### **Delivery of RSHE**

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

At Brougham Primary School, we ensure that all children, regardless of physical, social, emotional and mental health needs or learning disabilities, receive the RSHE curriculum with an appropriate level of delivery, differentiation and support. Teachers have further guidance on how to adapt their teaching to meet the needs of any child that requires SEND provision, if and when necessary.

Pupils may also receive stand-alone sessions delivered by a trained health professional, where required.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSHE curriculum, see Appendices 1 and 2.

RSHE will be delivered as part of each class' weekly timetable.

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).

As a school we use lessons from the KAPOW scheme of work alongside lessons from Pol-Ed. Pol-Ed is a Police education programme, written by teachers for teachers. Its purpose is to keep children safe by developing their understanding of risks, consequences and the law and to develop their resilience and ability to help and support each other.

### **Assessment of RSHE**

Assessment for learning is continuous throughout the planning, teaching and learning cycle. In RSHE, we assess the needs of the children and ensure we are proactive when dealing with concerns around the RSHE curriculum. We base our teaching on needs identified through monitoring of local and national trends and events.

- Substantive knowledge quizzes are used at the beginning of each RSHE lesson to enable children to retrieve prior learning and assess what children have remembered.

### **Inclusion**

In school, we aim to meet the needs of all our children by differentiation in our RSHE planning and in providing a variety of approaches and tasks appropriate to ability levels. This involves ensuring lessons are adjusted, where appropriate for SEND children without compromising the high expectations we have for all children. However, this will enable children with learning and/or physical difficulties to take an active part in fieldwork and to achieve the goals they have been set. Some children will require scaffolded support to enable them to progress, whilst more able children will be extended through differentiated activities. By being given enhancing and enriching activities, more able children will be able to progress to a higher level of knowledge and understanding appropriate to their abilities.

## Equal Opportunities

All children are provided with equal access to the RSHE Curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

## Supporting Pupils with SEND

The RSHE curriculum at Brougham Primary School has been designed with careful consideration for all learners. Our curriculum is ambitious and has high expectations for all learners; it is only differentiated by outcome for those children with more complex individual needs.

<p>Sequencing Learning:</p> <p>A coherent and consistent approach.</p>	<p>Lesson structures within RSHE are consistent to give all learners routine, reducing cognitive overload to allow for all learners to focus on the content of the lesson being taught.</p> <p>E.g. In RSHE, the structure follows:</p> <ul style="list-style-type: none"><li>• Vocabulary</li><li>• introduce new learning with links to prior knowledge (in manageable chunks)</li><li>• exploration of new concepts and skills in collaborative tasks and scenarios.</li><li>• completion of an applied task.</li></ul>
<p>Links across the curriculum</p>	<p>Wellbeing Assemblies take place weekly. These focus on areas linked to RSHE.</p> <p>Classes access 'Newsround' where they can further explore current affairs linked to their prior/current/up coming RSHE topics.</p>
<p>Inclusion within the curriculum:</p>	<p>The RSHE curriculum is designed so that learners explore a range of relevant topics linked to their lives in and out of school.</p> <p>Days are planned into the curriculum to celebrate different mental health events and events that link to RSHE such as Anti Bullying Week. Children learn techniques to cope with challenging mental health and learn about the importance of speaking out.</p>

<p><b>Cognitive load:</b></p> <p>The curriculum is designed to recognise the importance to pupils, especially those with SEND of avoiding working memory overload.</p>	<p>Lessons are designed to reduce cognitive load by:</p> <ul style="list-style-type: none"> <li>• Chunking learning and teaching</li> <li>• Isolating important aspects of work (a clear focus for the current task)</li> <li>• Retrieving prior knowledge</li> <li>• Repetition of skills and knowledge</li> <li>• Scaffolding techniques</li> <li>• Clarity of instructions, including modelling (I do, We do, You do / use of technology Air Server to screen share and screen mirror)</li> <li>• Linking to prior learning and experiences</li> <li>• Choosing appropriate methods of instruction which ensure pupils can pay attention (avoiding over-elaborate task designs)</li> </ul>
<p><b>Curriculum Assessment Design:</b></p> <p>Assessment is designed to ensure it is accessible to all learners.</p>	<p>Assessments used include:</p> <ul style="list-style-type: none"> <li>• Observations by teachers within lessons</li> <li>• Use of scenarios.</li> </ul>

## **Roles and responsibilities**

### **The Local Academy Committee**

The Local Academy Committee will approve the RSHE policy, and hold the Headteacher to account for its implementation.

### **The Headteacher**

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

### **Staff**

Staff are responsible for:

- Delivering RSHE in a sensitive way

- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE

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

### **RSHE Working Party**

Gemma Kelly – Relationships Education Lead

Rebecca Carroll – Senior Lead for Mental Health and SENDCo

All teachers are required to teach the statutory aspects of the relationship education curriculum.

### **Pupils**

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

### **Parents' right to withdraw**

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

### **Training**

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

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

### **Monitoring arrangements**

The delivery of RSHE is monitored by Rebecca Carroll, RSHE Lead through:

- Learning Walks
- Pupil Voice

All pupil's development will be continually monitored by their class teacher.

This policy will be reviewed annually

## Appendix 1: Curriculum map

<T:\Staff\!!!Subject Co-ordinator\RSHE\Planning\2025-2026\LTF 2025-2026\RSE LTF 2025-2026.docx>

## **Appendix 2: By the end of primary school pupils should know**

The following content has been taken from the: Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers (July 2025).

### **Relationships education: content to be covered by the end of primary**

#### **Families and people who care for me**

Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as 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.
3. That the families of other children, 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.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

#### **Caring friendships**

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing

interests and experiences, and support with problems and difficulties.

5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

### **Respectful, kind relationships**

Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.

10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.

11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

### **Online safety and awareness**

Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

### **Being Safe**

Curriculum content:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

### **Sex Education (Primary)**

Sex education is not compulsory in primary schools, but we recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum.

### **Primary health and wellbeing: content to be covered by the end of primary**

#### **General wellbeing**

Curriculum content:

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.

2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
10. That it is common to experience mental health problems, and early support can help.

### **Wellbeing online**

Curriculum content:

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their

own and others' mental and physical wellbeing.

4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online.

### **Physical health and fitness**

Curriculum content:

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

### **Healthy eating**

Curriculum content:

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.
4. The characteristics of a poor diet and risks associated with unhealthy eating

(including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

### **Drugs, alcohol, tobacco and vaping**

Curriculum content:

1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

### **Health protection and prevention**

Curriculum content:

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check ups at the dentist.
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

### **Personal safety**

Curriculum content:

1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

### **Basic first aid**

Curriculum content:

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

### **Developing bodies**

Curriculum content:

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress



