BROAD HINTON CHURCH OF ENGLAND PRIMARY SCHOOL.

'A Love of Learning for a Lifetime of Opportunities'

'At Broad Hinton School we are proud of our educational heritage, which is rooted historically in Christian Belief. We aim to provide opportunities for all to learn and achieve within a happy, structured and disciplined Christian environment.
We welcome everyone to our village school where all faiths, cultures and abilities are received with love, care and respect.'

Relationships and Sex Education (RSE) Policy

This policy should be read in conjunction with the following policies:
Ethos, Behaviour and Discipline,
Anti-Bullying,
Health and Well-being,
Health and Safety,
Child Protection and Safeguarding,
Equality,
Diversity and Inclusion,
Educational trips and visits,
DFE relationships,
Sex and Health Education Statutory guidance 2025: Relationships education (Primary) - GOV.UK,
Science,
Intimate Care,
Confidentiality

Introduction:
Broad Hinton is a village school serving a wider catchment of small villages and hamlets. NOR approx 70, mixed ability, aged 4-11. We are committed to working in partnership with our whole school community and value the contribution each stakeholder makes in supporting and guiding our pupils.
The following parties were involved in the consultation and development of this policy: All staff, parents/carers and governors School Council/pupil feedback
This policy can be found on our school website and paper copies can be obtained from the school office on request.

Definition of RSE
Relationships and Sex Education (RSE) is a statutory requirement in the UK, aimed at teaching children and young people about the importance of healthy relationships and sexual health. It is designed to equip pupils with the knowledge and skills necessary to make informed and ethical decisions regarding their wellbeing, health, and relationships. RSE is compulsory in primary and secondary schools, and it covers topics such as consent , healthy relationships, and the physical and emotional changes that occur during puberty … as well as how to be safe on and offline. (www.gov.uk, 2025)

Intent

• To meet the statutory requirements of the 2025 DFE guidance for RSE and Health Education

• To meet the relevant requirements of the statutory 2014 Science National Curriculum

• To meet the relevant statutory and non-statutory requirements of the PSHE and Citizenship guidance and the DFE Keeping Children Safe in Education 2025, to which all pupils are entitled

• To work towards the Personal, Social and Emotional development goal in EYFS (as outlined in Development Matters) learning the basic social skills required for sound relationships with others

• That RSE is delivered uniformly as part of a wider programme of PSHE throughout school, to meet the Spiritual, Moral and Cultural intent of developing pupils as a whole and in line with the 2010 Equality Act

• To provide accurate and age- appropriate learning, that dispels myths and rumours, clarifying prior knowledge of the relevant skills, attitudes and knowledge needed, for informed lifelong choices that support healthy physical, moral, and emotional development

• To impart the school's Christian values of love, care and respect, around stable, caring and loving relationships as a basis for family life

-To teach the children how to be safe around and be aware of the dangers that may come with, fire, water, roads and railways.

-To teach the children how to recognise and reduce risks around them.

• To teach relationship education, in line with government recommendations.

• To be sensitive to the cultural backgrounds and beliefs of all pupils, about relationships, love and the responsibilities of parenthood, as well as sex and sexuality

• To raise pupil's self- esteem and confidence, especially in their relationships with others and in valuing themselves

• To support the strong link between children's sense of wellbeing and their success as learners

• To prepare all pupils for a healthy and fulfilled life in modern Britain, both now and in the future

• To develop the skills and understanding needed to manage conflict peaceably, to be assertive, resilient and to make the most of their abilities

• To allow all pupils to better understand the nature of human relationships and develop the life skills needed for building positive, respectful, and non-exploitive relationships of their own

• To ensure that all pupils reflect upon the rights of themselves and others, making safe choices that protect them from abuse and exploitation, including online.

• To ensure all pupils know when, how and where to seek help and support, in a range of situations, including online.

• To ensure that all pupils understand the meaning of confidentiality and are aware that anything they disclose, as they explore their understanding of what is and is not acceptable in a relationship (for example child exploitation, abuse or female genital mutilation/ FGM) may need to be shared with the Child Protection Officer, if concerns over their safety or well- being arise. A pupil would always be told if this was the case and supported throughout.

-To ensure pupils are aware of the financial dangers online as well as the reasons for age restrictions on online content such as social media.

-To ensure pupils are aware of and can begin to recognise that people are not always as they appear online.

-To ensure pupils understand and are informed of the potential risks and ethical considerations of deep-faking and AI in their world.

• To ensure that all pupils can correctly name parts of their body (including genitalia), describe how their bodies work and care for their bodies
• To ensure that all pupils respect their body, know it belongs to them and that no one should ever make them do things that make them feel embarrassed or uncomfortable
• To ensure that all KS2 pupils are prepared for, and aware of, the changes that puberty, adolescence and adulthood bring, both emotionally and physically to both boys and girls, including menstruation for girls.
• To draw on pupil's knowledge and understanding of the human life cycle, as set out in the KS2 Science National Curriculum, of how a baby is conceived and born
• To give all pupils the confidence to talk, ask and answer questions about emotions and relationships, and recognise the importance of communication in any relationship
• To celebrate difference and diversity, promoting tolerance, empathy, compassion and respect for others, regardless of faith, gender, disability, sexual orientation or race. ("On average about 5% of pupils will go on to define themselves as gay, lesbian or bi-sexual." Coram Life Education.)
-To ensure that pupils are aware of bereavement and grief, and how it affects everyone differently.
• To challenge gender stereotypes and inequality and ensure gender identity is handled carefully and sensitively.
• To understand and accept that relationships can be formed in diverse ways and that different, successful family structures exist and nurture children (marriage and civil partnerships, LGBT, extended families etc)
• To support the development of self-esteem and self-respect, alongside a sense of responsibility for their own actions, their family, friends, and the wider community
• To work in partnership with parents/carers, through regular consultation and by offering support, if needed, for home conversations around puberty and relationships
• To identify any concerns or issues at the earliest possible opportunity and remove any barriers to learning which may prevent pupils from reaching their potential.
• For staff to lead by example through their relationships with other adults and pupils and in their clarification of views and values. Staff are aware that views around RSE are varied. However, whilst personal views are treated respectfully, all viewpoints are considered and responded to objectively
• To develop and maintain strong working relationships with all families, via an "open-door" policy, where parents/carers can discuss issues with us, in a positive, sensitive and proactive manner
• To promote effective communication and discussion between parents/carers and their children
• For all staff directly involved in the teaching of RSE and PSHE to undertake appropriate continual professional development, to best support their practise.

Implementation
• RSE is firmly embedded in all curriculum areas, including PSHE, English and Science. Assemblies also embed the beliefs and values under-pinning our school and the RSE curriculum.
• The main RSE content is delivered through a two- year rolling programme, as part of a wider topic, to give context to the learning (SCARF scheme).
• Some specific age-related aspects are taught at pre-planned points during the year, to particular age groups, after parents/carers have been informed
• PSHE and RSE is usually delivered by teachers and Higher-Level TA's (HLTA's), occasionally Coram education leaders, in mixed gender groups- unless it is deemed more appropriate for particular aspects to be covered in gender groups.
• PSHE ground rules devised by pupils and staff together, are used in all PSHE and RSE lessons and include such things as distancing techniques. These create a safe, non-judgemental learning environment, where pupils feel confident to explore sensitive issues, knowing their views will be respected

• All classrooms have a worry monster/box which pupils can use anonymously to ask any questions or alert staff to any concerns they may have
• Staff answer all questions as honestly as they can, and in an age- appropriate way
• Staff will tell pupils if they don't know the answer to that question and will find out, if this is an appropriate course of action
• Where it is deemed that questions would be more appropriately answered at home, staff tell pupils this and speak to parents/carers accordingly. Staff ensure that all topics are dealt with in a balanced way with only facts given.
• Teaching and learning is currently based on the SCARF materials, with flexibility to use additional resources, to meet pupils needs. For example, a range of book covering sensitive issues and information leaflets, some written by pupils, are available/ NSPCC assemblies/workshops.
• The subject lead and senior management track pupil's progress throughout the school. Progress meetings and informal communications ensure that appropriate strategies are put in place for those pupils whose progress causes concern or who need support with, for example, social skills
• PSHE and RSE content is communicated to parents at the start of every term through each team's 'parent overview' and the assembly theme though the school newsletter/seesaw, enabling parents/carers to support their child's learning at home
• PSHE comments are made in all annual reports to parents, with reference to the RSE curriculum, as appropriate
• A Parentmail will inform parents/carers when relationship education is being taught and allow them the opportunity to opt their children out.

Impact
• Pupils can see different viewpoints and are confident to articulate their views
• Pupils can make their own, informed opinions, whilst respecting the opinions of others
• Through informal Secondary school feedback, we know that our former pupils are recognised for their confidence in class discussion
• A curriculum that better meets the needs of the pupils. For example, in response to pupil voice, the unit on preparing for secondary school has been successfully expanded "The getting ready for secondary school really did help…because it made me feel more relaxed when I started in September." Ex Year 6 pupil.
• Feedback from parents /carers and staff, lesson observations, floor books, sampling of planning, pupil chats, records, progress meetings and work evidence enable the intent and implementation to be monitored and evaluated
• Pupils leave Year 6 as confident young people, with skills such as resilience, self-awareness and self-belief
• Pupils can navigate challenges at school and beyond without compromising their performance
• A rise in personal attainment, linked to improved positive self-belief and confidence
• Pupils who are knowledgeable and well-prepared for the next stage of their development
-Pupils can engage with the 'ever-changing' online world safely and securely.
• Pupils are equipped with the skills and knowledge to help keep them safe.

Parental rights
As parents/carers, you have the right to request that your child is withdrawn from some or all of sex education, delivered as part of statutory RSE, but not relationships or health education. Likewise, you do not have a right to withdraw children from those aspects of RSE taught in National Curriculum Science. Due to the cross-curricular nature of our teaching, it is not possible to guarantee that a child can be excluded from discussions of RSE themes that arise outside of specific relationship education lessons. Any request to opt out will be discussed with the head teacher/relevant staff, and as

appropriate, with your child, to ensure that their wishes are understood, and to clarify the nature and purpose of the curriculum.
Staff will explore concerns, provide additional opportunities to help you understand and be confident in the curriculum and discuss any impact that withdrawal might have on your child. Once a pupil has been withdrawn, they will not be able to take part in any future non-statutory RSE programme content, until that request has been withdrawn. In line with the NC statutory guidance this process will be documented, and a record kept. If as parents/carers you chose to deliver sex education at home, staff will support you in this, drawing on the materials used in school, whilst also providing your child with purposeful education during the RSE school lesson time.

Appendices
SCARF PSHE & RSE programme of study for each year group
https://www.coramlifeeducation.org.uk/scarf/half-termly-units
PSHE-SCARF-progression-25.pdf

Key roles:
Mr J Underwood Health and Well-being subject lead
Health and Well-being lead governor
Mrs N Wickens Senior Teacher/designated Child Protection Officer
Mrs E Floyd Headteacher and Deputy Child Protection Officer
Mrs P Foulatier Teacher and Deputy Child Protection Officer
Mrs C Hicks Chair of Governors
Mrs S Smith Safeguarding Governor

Dates:

Written: Nov 2020
Approved Jan 2021 by the Governing Body

To be reviewed at the start of each academic year, by all stakeholders, through consultation

Reviewed: Sept 2022
Sept 2023
Sept 2024
Sept 2025
April 2026