Broom Barns

Primary School

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Relationships and Sex Education Policy and Personal, Social, Health and Emotional Education Policy

September 2025

Policy Context and Rationale

This policy covers Broom Barns Primary School's approach to teaching relationships, sex, social, personal and health education (PSHRE). This policy has been subject to thorough consultation with the whole-school community including pupils, parents/carers, staff, school governors and where relevant appropriate members of the wider community such as medical professionals and faith leaders. Pupil consultation has ensured that the needs of all pupils can be met through the delivery of an age and stage appropriate PSHRE curriculum that addresses relevant issues, informed by analysis of public health data and pupil priorities. Pupil consultation has been used to inform the creation of the school's RSHE curriculum and this policy where appropriate.

Roles and Responsibilities

At Broom Barns Primary School the PSHRE programme will be led by Louise Hogan (PSHRE subject leader). The programme leader will liaise with the governing body, parents/carers, Local Authority, and outside agencies and take responsibility for:

- Policy development and review
- Monitoring and assessing effectiveness in practice to inform policy review and development of the programme
- Assess and co-ordinate training and support for staff, parents/carers, where appropriate
- Liaise with external agencies to deliver specific elements of the programme
- Monitor and quality assure the programme to ensure continuity and progression with the spiral curriculum
- Ensure that PSHRE is fully represented at appropriate curriculum and pastoral meetings
- Ensure parents/carers are aware of what is being taught, by whom and when
- Staff and/or Governor Training – PSHRE can be a sensitive issue. We will support all our staff by making provision for teaching staff to clarify legislation, curriculum requirements, and to consider appropriate teaching approaches and materials. We will support the use of visitors from outside, such as health professionals, police and voluntary sector, and other organisations to provide support and training to staff teaching PSHRE. We will ensure that all visitors have been quality assured in advance and only use reputable providers.

Safeguarding, reports of abuse and confidentiality

The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to our curriculum content, teaching methodologies and supporting resources.

At the beginning of PSHRE teaching the class will discuss and create a 'working agreement'. Confidentiality will be included within this agreement so pupils are clear of the limits of confidentiality that can be guaranteed by a teacher.

Distancing techniques such as the use of characters within PSHRE avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes PSHRE more accessible to all pupils including those who may have experienced unhealthy relationships and/or abuse.

Teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. Teachers will also work closely with the school's pastoral system to advise on topic coverage, using trusted, high quality local resources, so that the school can be responsive to

pupil's pastoral needs and safeguarding arrangements can be actioned efficiently if required.

Teachers will understand that an open forum to discuss potentially sensitive issues can lead to increased safeguarding reports. Children will be made aware of the processes to enable them to raise their concerns or make a report and how any report will be handled. This will also include processes when they have a concern about a peer or friend.

In line with the document Keeping Children Safe in Education (KCSIE), all staff are aware of what to do if a child tells them that they are being abused or neglected, including referring to being involved (or being likely to be involved) in sexual activity. Staff are also aware of need to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those that need to be involved, such as the Designated Safeguarding Lead and children's social care. A member of staff will never promise a child that they will not tell anyone about a report of abuse, as this is not in the best interests of the child.

Curriculum

At Broom Barns Primary School we use the PSHE Association Questions Based Model which will be taught through a 'spiral curriculum'. This approach means that pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. PSHRE will support the school's commitment to safeguard pupils through an age-appropriate curriculum that prepares them to live safely in the modern world.

Our intended PSHRE curriculum is detailed below but may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. If this is the case, parent/carers will be provided with appropriate notice before the amended programme is delivered. Where possible the curriculum will be complemented by themed assemblies, topic days and cross curricular links.

Relationships Education	*Families and people who care for me* *Caring friendships* *Respectful relationships* *Online relationships* *Being safe*
Sex Education	*How a baby is conceived and born*
Health Education	*Mental wellbeing* *Internet safety and harms* *Physical health and fitness* *Healthy eating* *Drugs, alcohol and tobacco* *Health and prevention* *Basic first aid* *Changing adolescent body*

Assessment

Pupils' learning will be assessed at the end of every topic to ensure that pupils are making sufficient progress to build on prior teaching and learning and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure and will include self-assessment tasks that will confirm pupils understanding of the topics. The evaluation of teaching and learning assessments will be shared with pupils and parents as appropriate.

The quality of PSHRE teaching and learning will be monitored through PSHRE learning walks, team teaching and informal drop-ins conducted by subject leads and/or members of the senior leadership team. The observations and findings of which will be used to identify and inform future staff training needs.

Involving parents and carers and the right to withdraw

We believe that parents and carers are the primary educators of their children in PSHRE and education is most effective when it is a collaboration between school and home. We therefore wish to build a positive and supporting relationship with parents and carers of children and young people at our school through mutual understanding, trust and cooperation.

The vast majority of PSHRE is compulsory. There is no right to withdraw from Relationships Education or Health Education. Parents and carers can request that their child is excused from Sex Education. If a parent wishes their child to be excused from some or all of the non-statutory Sex Education, they should discuss this with the headteacher, making clear which aspects of the programme they do not wish their child to participate in. The head teacher will outline to parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded as well as the likelihood of the child hearing their peers' version of what was said in the classes rather than what was directly said by the teacher (although detrimental effects may be mitigated if the parents/carers propose to deliver sex education to their child at home instead). Parents will also have the opportunity to view any resources that are being used in the delivery of the sessions. Once a decision has been made, parents/carers must inform the school in writing stating their reasons as to why they would like their child withdrawn.

Once these discussions have taken place, except in exceptional circumstances, our school will respect a parent/carers' request to have their child excused from non-statutory Sex Education.

The school will document this process.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Links with other policies

You may find it helpful to read this PSHRE policy alongside the following school policies:

Policy	How it may link
Child Protection Policy	Includes information about child protection procedures and contextualised safeguarding
Behaviour Policy	Includes details about the school's behaviour system including potential sanctions for pupils
Anti-Bullying Policy	Includes information about bullying behaviours and vulnerable groups
Online Safety Policy / E-Safety / Acceptable Use Policies	Includes information about children's online behaviour and details about online bullying / cyberbullying

Equalities Policy	Includes information about our school's approach to tackling prejudice and celebrating differences. Links to prejudice—related language and crime and the protected characteristics
Complaints Policy	Includes information about how to make a complaint if you are not satisfied with the school's response

Monitoring, Evaluation and Review

The governing body monitors the impact of PSHRE on an annual basis. The governors give consideration to any comments, consultation and evidence of impact.

This policy will be reviewed every 2 years or sooner if the PSHRE curriculum is amended, for example in response to emerging themes, changing pupil needs or introduction of new legislation and guidance. The next review date of this policy is currently set for **September 2027.**