



**Brentfield Primary School**

Children of Today, Champions for Tomorrow

# **Relationships Sex and Health Education Policy (RSHE) – In consultation 22.9.26 – 22.11.26**

|                    |                             |
|--------------------|-----------------------------|
| Head teacher       | Nicola Harmer               |
| Person Responsible | A Hunter and Governing Body |
| Written            | Autumn 2026                 |
| Review Date        | Autumn 2027                 |

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## 1. Aims

The aims of relationships and sex education (RSHE) at Brentfield 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
- Support pupils in developing a healthy, safer lifestyle.
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies.

We believe our pupils have an entitlement to be safe, well and healthy. Therefore, we feel that in order for our pupils to leave Brentfield fully equipped for the next stage of their lives, they should receive a well-rounded education. For this reason, the relationships and sex education that children receive closely relates to our B.R.A.V.E. values.

## 2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSHE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

- We must also have regard to our legal duties set out in:
- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010

The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

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

## 3. Policy development: (this outlines the consultation process currently taking place)

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

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

- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
- Pupil consultation – we investigated what exactly pupils want from their RSHE
- Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. 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 orientation or sexual activity.

## 5. Curriculum (currently in consultation)

Our curriculum is taught within the umbrella of PSHE (Personal, Social, Health and Economic) education and we are flexible 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.

Our sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

## 6. Delivery of RSHE

RSHE is predominately delivered within PSHE, however biological aspects of RSHE are taught within the science curriculum. Pupils also receive stand-alone sex education sessions delivered by their class teacher in Years 5 and 6.

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 Appendix 1.

Brentfield primary school caters to a diverse community. Under the [Equality Act](#), 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

## **Inclusivity**

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences

During lessons, pupils are made to feel:

- Safe and supported
- Able to engage with the key messages

Where required, lessons are adapted to ensure that content is accessible to all pupils including those with special educational needs or disabilities (SEND)

## **Use of resources**

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## **Use of External Organisations and Resources**

We will make sure that any agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
  - This policy

- The [Teachers' Standards](#)
- The [Equality Act 2010](#)
- The [Human Rights Act 1998](#)
- The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
  - Ask to see in advance any materials that the agency may use
  - Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
  - Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
  - Check the agency's protocol for taking pictures or using any personal data they might get from a session
  - Remind teachers that they can say "no" or, in extreme cases, stop a session
  - Make sure that the teacher is in the room during any sessions with external speakers
  - Share all external materials with parents and carers
- We **won't**, under any circumstances:
  - Work with external agencies that take or promote extreme political positions
  - Use materials produced by such agencies, even if the material itself is not extreme

## 7. Roles and responsibilities

### The governing board

The governing board 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/non-science] 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/non-science] 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.

Please refer to the website to see the list of class teachers at Brentfield.

## **Pupils**

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

## **8. Parents' right to withdraw**

- Parents do not have the right to withdraw their children from relationships education.
- Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSHE.
- Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.
- Alternative work will be given to pupils who are withdrawn from sex education.
- A copy of withdrawal requests will be placed in the pupil's educational record.
- The headteacher will discuss the request with parents and take appropriate action.

## **9. 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 the school nurse or sexual health professionals, to provide support and training to staff teaching RSHE.

## **10. Assessment and recording in RSHE**

It is recognised that RSHE lessons are often oral rather than written. Our school considers it good practice to record reflections and discussions held in class on this area of the curriculum. Every class will have a Reflection book where children's thoughts, views and assessments will be kept. Pupils' development in RSHE is observed by class teachers as part of our internal assessment systems. Elements of RSHE in the Science National Curriculum are assessed using the school's assessment policy.

## **11. Monitoring arrangements**

The delivery of RSHE is monitored by Miss Hunter through:

- Planning scrutiny;
- Learning walks;
- Reflection book looks;
- Pupil voice feedback;

This policy will be reviewed by Miss Hunter annually. At every review, the policy will be approved by the governing board.

## **12. Confidentiality and safeguarding procedures**

Teachers need to be aware that effective RSHE, which brings an understanding of what is and what is not acceptable in a relationship, can lead to the disclosure of a child protection issue. Due to the guidelines our Safeguarding and Child Protection Policy, teachers cannot offer or guarantee absolute confidentiality. Pupils need to be reassured that their best interests will be maintained. This could lead to child protection action. Teachers should consult with the school's designated DSL (Designated Safeguarding Lead) for advice on safeguarding matters. All outside agencies working in school to support the RSHE provision at Brentfield will adhere to all relevant school policies, including confidentiality and child protection issues. Staff need to be clear they cannot offer unconditional confidentiality to pupils and that the boundaries agreed by the school in relation to sensitive issues are adhered to.

See Brentfield's [Safeguarding and Child Protection Policy](#) for more information

## Appendix 1: By the end of primary school pupils should know:

| RELATIONSHIPS EDUCATION                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TOPIC                                        | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Families and people who care about me</b> | <ol style="list-style-type: none"><li>1. That families are important for children growing up safe and happy because they can provide love, security and stability.</li><li>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.</li><li>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.</li><li>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.</li><li>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.</li><li>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.</li></ol>      |
| <b>Caring friendships</b>                    | <ol style="list-style-type: none"><li>1. How important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>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.</li><li>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.</li><li>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.</li><li>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.</li><li>6. How to manage conflict, and that resorting to violence is never right.</li><li>7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.</li></ol> |

| RELATIONSHIPS EDUCATION               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| TOPIC                                 | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Respectful, kind relationships</b> | <ol style="list-style-type: none"> <li>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.</li> <li>2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.</li> <li>7. The conventions of courtesy and manners.</li> <li>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.</li> <li>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.</li> <li>10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.</li> <li>11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.</li> </ol> |

| RELATIONSHIPS EDUCATION            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| TOPIC                              | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Online safety and awareness</b> | <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ol> |

| RELATIONSHIPS EDUCATION |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TOPIC                   | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Being safe</b>       | <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.</li> <li>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.</li> <li>5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.</li> <li>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.</li> <li>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.</li> </ol> |

## SEX EDUCATION

Sex education is not compulsory in primary schools, but the DFE guidance 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***.

### **Sex education through the PSHE and RSHE Curriculum at Brentfield:**

The PSHE and RSHE curriculum includes an age-appropriate progression in learning related to bodies, puberty and reproduction. In Year 2, pupils learn about differences between males and females and body parts (reinforced in Y3). This develops into explicit teaching about puberty in Year 4, followed in Year 5 by the impact of puberty on hygiene and its emotional and physical effects. In Year 6, pupils learn about pregnancy and conception.

### **Year 6 Lessons on Pregnancy and Conception**

Our Year 6 RSHE curriculum provides pupils with factual, age-appropriate information about puberty, relationships, conception, pregnancy and birth, building on their previous learning about the human body, growing and changing, relationships and keeping safe.

The lessons begin by revisiting **puberty and reproductive anatomy**, ensuring that children understand the correct vocabulary for male and female body parts and the physical changes associated with growing up. Pupils then consider **healthy adult relationships**, including the importance of feeling safe, appropriate physical contact, personal boundaries and consent.

The final lesson explains **human conception, pregnancy and birth** in a clear, factual and sensitive way.

***\*The school are happy to go through the lesson content with parents/carers. This will happen at the coffee morning on 15<sup>th</sup> October. Parents are also welcome to view lesson content via an appointment made with the Personal Development lead, Miss Hunter.***

### **RSE and the Science National Curriculum**

Pupils first develop an age-appropriate understanding of the human body, growth and reproduction before progressing to more detailed learning about reproduction in Key Stage 2. In **Year 1**, pupils learn to identify, name, draw and label the basic parts of the human body. In **Year 2**, pupils learn that animals, including humans, have offspring which grow into adults. This understanding develops further in **Year 5 Science**. Under *Living things and their habitats*, where the statutory National Curriculum requires pupils to **“describe the life process of reproduction in some plants and animals.”** The accompanying guidance includes sexual reproduction in animals. Under *Animals, including humans*, pupils must also **“describe the changes as humans develop to old age”**, with the guidance specifically identifying the changes experienced during puberty.

## Appendix 2: Parent form: withdrawal from sex education within RSHE



Brentfield Primary School

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Neasden

London

NW10 0SL

Headteacher: Nicola Harmer

| TO BE COMPLETED BY PARENTS                                                       |  |       |  |
|----------------------------------------------------------------------------------|--|-------|--|
| Name of child                                                                    |  | Class |  |
| Name of parent                                                                   |  | Date  |  |
| Reason for withdrawing from sex education within relationships and sex education |  |       |  |
|                                                                                  |  |       |  |
| Any other information you would like the school to consider                      |  |       |  |
|                                                                                  |  |       |  |
| Parent signature:                                                                |  |       |  |

| TO BE COMPLETED BY THE SCHOOL               |  |      |  |
|---------------------------------------------|--|------|--|
| Agreed actions from discussion with parents |  |      |  |
| Signed:                                     |  | Date |  |

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