

# Broomhill Primary School



## ***RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY***

|                     |                                |                                     |
|---------------------|--------------------------------|-------------------------------------|
| Approved by:        | Mr. Craig Priday               | Date: 25 <sup>th</sup> October 2025 |
| Last reviewed on:   | 1 <sup>st</sup> September 2026 |                                     |
| Next review due by: | 1 <sup>st</sup> September 2027 |                                     |

### **Aims:**

At Broomhill Primary School, we are committed to helping every child develop the knowledge, skills and values they need to thrive in life. This includes teaching Personal, Social, Health and Economic education (PSHE) and Relationships, Sex and Health Education (RSE) in a way that is age appropriate, inclusive and engaging. We deliver PSHE and RSE education using a range of resources and approaches, outlined in more detail below.

### **What is PSHE?**

PSHE stands for Personal, Social, Health and Economic education. It is a school subject that helps pupils understand themselves, others and the wider world. It is taught on a weekly basis, every other half term, and includes RSE (Relationships, Sex and Health Education) as a key component. PSHE covers topics such as relationships, the law, keeping safe and wellbeing. It equips children with an understanding of themselves and the world around them and provides crucial preparation for life beyond school.

### **What is RSE?**

RSE stands for Relationships, Sex and Health Education and is a key part of PSHE. It focuses on building healthy, respectful relationships, understanding personal boundaries, developing empathy and recognising the importance of consent. It also helps pupils understand the changes they will go through as they grow and provides them with the knowledge and confidence to make safe, informed choices. RSE supports pupils to stay safe both online and offline and encourages values of kindness, respect and responsibility.

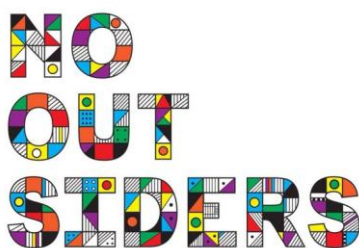
### **Is Sex Education statutory?**

In primary schools, health education and relationships education are statutory. Sex education (beyond the science curriculum) is **not compulsory** at primary level, but many schools choose to teach elements of it to prepare children for the changes they will experience as they grow. At Broomhill Primary School, we have chosen to teach sex education exclusively to our Year 6 pupils, in the summer term, before they embark on their secondary school journey. This is outlined in more detail below.

***Parents have the right to request that their child be withdrawn from non-statutory sex education lessons in Year 6 and we will notify parents prior to teaching.***

## **PSHE/RSE Scheme of Work:**

Our PSHE/RSE curriculum has been compiled using a combination of high-quality resources. We do not follow one scheme of work exclusively, and this enables us to teach the subject content in the most appropriate way for the children at Broomhill. We have selected Pol-Ed resources for most of the curriculum content, but we also embed the No Outsiders approach and Muse Wellbeing resources for sex education lessons, in year 6.



### **What is Pol-Ed?**

Pol-Ed, developed by West Yorkshire Police, supports schools in delivering expertly planned lessons designed to develop a deep awareness of risks, citizenship, and the law. Pol-Ed offers schools a range of lessons, assemblies and assessment resources that are mapped out against the PSHE Association's Programme of Study. Our resources are built around developing a range of values, skills and attributes which will allow children to apply the knowledge they learn to situations to make well-balanced and positive decisions. Schools can choose to use all the lesson inputs and assemblies as part of their curriculum or may select individual lessons to focus on specific topic areas. As well as meeting statutory requirements of the Relationships and sex education (RSE) and health education, Pol-Ed covers subjects that may otherwise not be covered in other PSHE schemes but are vital for children to understand.

### **What is No Outsiders?**

No Outsiders is a scheme that we are introducing at our school, and it involves the use of age-appropriate story books (**Appendix I**) and assemblies (weekly personal development assemblies) to teach about seven of the protected characteristics of the Equality Act 2010. All children are taught from their first year in school that we are all different

and we like that. Wouldn't the world be boring if we were all the same? In Reception and Years 1 and 2, we use picture books where characters are different, and we show that they are also friends, and they play together. We make sure that there are characters that look different in the hope that children will see themselves reflected in those books: "I am different too and that's ok." As children move up the school into Years 3, 4, 5 and 6, we explore reasons why some people might feel left out. After all, it is a fact that prejudice and discrimination exist, and children are going to experience it at some point. We need to prepare them, give them confidence to disagree when they hear prejudice, and show them that they are not alone.

No Outsiders gives children the language to challenge prejudice and show acceptance. Not only will they feel safe knowing they belong, but they can also show others that they too are safe: "I will be your friend. You belong here. You don't have to change; there are no outsiders.

No Outsiders teaches children to acknowledge difference while forming respectful relationships and friendships. We are teaching children to be non-judgemental, accepting and welcoming.

### **What is Muse Wellbeing?**

Muse Wellbeing provides high quality, carefully sequenced lessons for each year group, supported by teacher resources and guidance. Every lesson is designed to meet statutory requirements, while also nurturing wellbeing, empathy and respect. In total, there are 216 lessons with planned resources, lesson slides and teaching plans across the whole curriculum. We use these resources in our personal development assemblies each week. In the Muse Wellbeing curriculum, there are only three non-statutory lessons (found in Year 6) These focus on age-appropriate topics such as understanding our bodies, learning about reproduction and life cycles, and exploring the concepts of consent, respect and keeping safe (**Appendix 2**).

## Curriculum Overview

### PSHE OVERVIEW CYCLE A

|      | Autumn 2                                                                                                                                                                                                                                                                                                                            | Spring 2                                                                                                                                                                                                     | Summer 2                                                                                                                                                                                                                                                                                                               |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EYFS | <p>Relationships: how can I be a good friend?</p> <p>Relationships: how can I make other children feel happy?</p> <p>Relationships: how can I play nicely with others?</p> <p>Relationships: how can adults at school help me?</p> <p>NO OUTSIDERS LESSON</p> <p>PASSPORT LESSON: EMPATHY</p>                                       | <p>Keeping Safe: How can I keep safe at school?</p> <p>Keeping Safe: How can I keep safe at home?</p> <p>Keeping safe: How can I play safely?</p> <p>NO OUTSIDERS LESSON</p> <p>PASSPORT LESSON: RESPECT</p> | <p>Wellbeing: how can I be a germ buster</p> <p>Wellbeing: how does exercise help me?</p> <p>"Moving class lesson"</p> <p>NO OUTSIDERS LESSON</p> <p>PASSPORT LESSON: RESILIENCE</p>                                                                                                                                   |
| Y1/2 | <p>Relationships: what is bullying?</p> <p>Relationships: why are safe hands important?</p> <p>Relationships: why is name calling unkind?</p> <p>Keeping Safe: what are private body parts?</p> <p>Keeping Safe: Who are my trusted adults?</p> <p>NO OUTSIDERS LESSON</p> <p>PASSPORT LESSON: EMPATHY</p>                          | <p>Keeping Safe: What is 999?</p> <p>Keeping Safe: How can I keep safe online?</p> <p>Law: How can I be responsible?</p> <p>NO OUTSIDERS LESSON</p> <p>PASSPORT LESSON: RESPECT</p>                          | <p>Wellbeing: what makes me special?</p> <p>Wellbeing: how can I share my feelings?</p> <p>Wellbeing: how can I deal with change?</p> <p>NO OUTSIDERS LESSON</p> <p>PASSPORT LESSON: RESILIENCE</p>                                                                                                                    |
| Y3/4 | <p>Relationships: What is a healthy friendship?</p> <p>Relationships: what is bullying?</p> <p>Relationships: what can I do when friendships go wrong?</p> <p>Keeping Safe: when should I break a secret?</p> <p>Keeping safe: how can I keep safe in my local area?</p> <p>NO OUTSIDERS LESSON</p> <p>PASSPORT LESSON: EMPATHY</p> | <p>Law: how can I be a responsible citizen?</p> <p>Law: what are children's rights?</p> <p>Law: what is the law and why do we have it?</p> <p>NO OUTSIDERS LESSON</p> <p>PASSPORT LESSON: RESPECT</p>        | <p>Wellbeing: what is mental health?</p> <p>Wellbeing: what am I good at?</p> <p>Wellbeing: how does school build my character?</p> <p>NO OUTSIDERS LESSON</p> <p>PASSPORT LESSON: RESILIENCE</p>                                                                                                                      |
| Y5/6 | <p>Relationships: What are online friendships?</p> <p>Relationships: What is peer pressure?</p> <p>Relationships: What is my relationship with authority?</p> <p>Keeping safe: how can we use our phones sensibly?</p> <p>Keeping Safe: what do I know about drugs?</p> <p>NO OUTSIDERS LESSON</p> <p>PASSPORT LESSON: EMPATHY</p>  | <p>Law: how do rules help our community?</p> <p>Law: what different types of crime are there?</p> <p>Law: What is antisocial behaviour?</p> <p>NO OUTSIDERS LESSON</p> <p>PASSPORT LESSON: RESPECT</p>       | <p>Wellbeing: how might puberty affect the way I feel?</p> <p>Wellbeing: how can drugs and alcohol make people feel?</p> <p>Wellbeing: how might my activity levels affect the way I feel?</p> <p>Wellbeing: how might school impact the way I feel?</p> <p>NO OUTSIDERS LESSON</p> <p>PASSPORT LESSON: RESILIENCE</p> |

### PSHE OVERVIEW CYCLE B

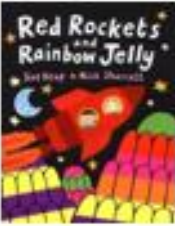
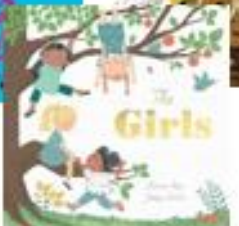
|      | Autumn 2                                                                                                                                                                                                                                                                                                                   | Spring 2                                                                                                                                                                                                   | Summer 2                                                                                                                                                                                                                                |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EYFS | <p>Relationships: how can I be a good friend?</p> <p>Relationships: how can I make other children feel happy?</p> <p>Relationships: how can I play nicely with others?</p> <p>Relationships: how can adults at school help me?</p> <p>NO OUTSIDERS LESSON</p> <p>PASSPORT LESSON: SELF WORTH</p>                           | <p>Law: what are rules?</p> <p>Law: who are the police and how do they help?</p> <p>Law: what can I do if I'm feeling big emotions?</p> <p>NO OUTSIDERS LESSON</p> <p>PASSPORT LESSON: RISK</p>            | <p>Wellbeing: how does food help me?</p> <p>"moving class lesson"</p> <p>NO OUTSIDERS LESSON</p> <p>PASSPORT LESSON: EMOTIONS</p>                                                                                                       |
| Y1/2 | <p>Relationships: what is a family?</p> <p>Relationships: how are we the same? How are we different?</p> <p>Relationships: what if my friends are making me feel sad?</p> <p>Keeping Safe: What are medicines?</p> <p>Keeping Safe: What is fire safety?</p> <p>NO OUTSIDERS LESSON</p> <p>PASSPORT LESSON: SELF WORTH</p> | <p>Law: why have different rules in different places?</p> <p>Law: what can happen when rules are broken?</p> <p>Law: what are needs and wants?</p> <p>NO OUTSIDERS LESSON</p> <p>PASSPORT LESSON: RISK</p> | <p>Wellbeing: what does it mean to be healthy?</p> <p>Wellbeing: how can I look after my body?</p> <p>Wellbeing: why is sleep important?</p> <p>NO OUTSIDERS LESSON</p> <p>PASSPORT LESSON: INFORMED DECISION MAKING</p>                |
| Y3/4 | <p>Relationships: how should we treat people?</p> <p>Relationships: what is discrimination?</p> <p>Relationships: how can we be role models?</p> <p>Keeping safe: how can I share my worries?</p> <p>Keeping safe: what are emergency services?</p> <p>NO OUTSIDERS LESSON</p> <p>PASSPORT LESSON: SELF WORTH</p>          | <p>Law: how can I respect my environment?</p> <p>Law: What is hate crime?</p> <p>Law: How do we enforce the law?</p> <p>NO OUTSIDERS LESSON</p> <p>PASSPORT LESSON: RISK</p>                               | <p>Wellbeing: what words can I use to talk about my feelings?</p> <p>Wellbeing: what are healthy habits?</p> <p>Wellbeing: how can I be a hygiene hero?</p> <p>NO OUTSIDERS LESSON</p> <p>PASSPORT LESSON: INFORMED DECISION MAKING</p> |
| Y5/6 | <p>Relationships: How do words have power?</p> <p>Relationships: How can we challenge sexism?</p> <p>Relationships: How can we be allies against racism?</p> <p>Keeping Safe: what is the issue with addiction?</p> <p>Keeping Safe: Bonfire Night</p> <p>NO OUTSIDERS LESSON</p> <p>PASSPORT LESSON: SELF WORTH</p>       | <p>Law: what can and can't I do on the internet?</p> <p>Law: what does the law say about legal drugs</p> <p>Law: what is a weapon?</p> <p>NO OUTSIDERS LESSON</p> <p>PASSPORT LESSON: FUTURE PLANNING</p>  | <p>Wellbeing: how can I seek support for my mental health?</p> <p>Wellbeing: how can I reframe my thinking?</p> <p>Wellbeing: What is my personal identity?</p> <p>NO OUTSIDERS LESSON</p> <p>PASSPORT LESSON: FACT FINDING</p>         |

### **Policy Process and Consultation:**

- This policy has been produced in accordance with Government statutory guidance, 2025 and the other legal requirements, under the Equality Act 2010. Please see: [Relationships Education, Relationships and Sex Education and Health Education guidance](#) and [Equality Act Advice Final.pdf](#)
- The policy has been prepared by the PSHE/RSE subject leader in school (currently Mrs I Anderson) and will be monitored and reviewed regularly by the person holding this role in school.
- The policy has been sent to the Chair of Governors (Mr C Priday) to review with the governing body and all staff for feedback.
- The policy has been shared with parents for a consultation period of 14 days and responses have been considered carefully.
- During these processes, particular attention has been given to the accessibility of the subject content for all pupils, including those with SEND.



## Appendix I – No Outsiders Picture Books

| Class    | Cycle A                                                                                                                                                                                                                                                     | Cycle B                                                                                                                                                                                                                                                          |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Owls     |          |          |
| Finches  |      |      |
| Seabirds |    |    |
| Swans    |    |    |



## Appendix 2 – Muse Wellbeing Sex Education Lessons for Year 6

### Our reproductive anatomy

muse  
wellbeing

Year 6 - Lesson 5

Topic: Health and Wellbeing

Main Learning Objective: To identify the main reproductive organs of males and females



30 - 40 minutes

#### Note for teachers

During this lesson, students will review their understanding of puberty and the changes this process can bring. The class will then focus on developing their understanding of key parts of the female and male reproductive organs, using scientific terminology to identify each part. It is advised that students spend time learning about each sex's reproductive anatomy.

1

Share the key starter question with the students:

- What does "sex" mean? Can it have more than one meaning?

Spend time discussing and sharing ideas with the class. Students will be likely to identify both the meaning of sex (male and female) as well as the meaning of sexual intercourse.

2

As a whole class, read through the information on slide 3 and allow students time for any questions they may have. Share with the students information on male, female and intersex human sex identifications. Discuss with students that sexual intercourse is a natural part of human reproduction between two consenting adults - the age of consent in the UK being 16 years old.

3

In groups, students will review on their understanding of puberty. Using the "Puberty fact sheet" learning resource, groups will write down as many facts as they can. Give time for groups to share work with the rest of the class and identify and correct any misconceptions as they arise.



Supply groups with "Female and male reproductive organs" learning resource. Ask the students to discuss where they label each of the key terms displayed on the lesson slides for each part of both male and female reproductive anatomy. Share ideas as a whole class and between groups and display the answers and key information for the students too see. Allow time for any discussion and question as arises.

The teacher may want to spend time with the whole class for a Q+A session. This could be both mixed sex or single sex.



#### Differentiation and Support

Students with learning needs can be given more time to share and review their understanding of puberty during the group activity with the learning resource, "Puberty fact sheet". Allow covered in more depth in upcoming lessons, this would also be a good opportunity for students to review hygiene and self-care routines. Students can work in smaller groups and with additional support during group activity identifying the main parts of the male and female reproductive anatomy.

#### Extension and Challenge

The teacher is best positioned to understand to what extent the lesson could be extended to best suit their class. The final slide in this lesson is designed for an open discussion from students. These discussions can be directed to topics the teacher think most appropriate (within the school's sex education guidelines).

# Reproduction and life cycles



Year 6 - Lesson 6

Topic: Health and Wellbeing

Main Learning Objective: To understand the reproductive process and its place in the human life cycle

Sub Learning Objective: To identify the main reproductive organs of males and females



50 minutes

## Note for teachers

Throughout this lesson, Year 6 students will explore their knowledge and learning from Muse Wellbeing sex education lessons. It is important that boys and girls understand both sex's reproductive features and therefore could be in the same classroom throughout learning activities. However, teachers may wish to give time for discussing gender specific questions. Break out rooms could be used to separate and focus on more personal questions.

1

Ask the whole class to share their understanding of life cycles. Can they give examples of any previous life cycles they have learnt? For example: caterpillar, bird, different insects.

2

Students discuss how to group the 12 images. For example: they might group them by job or the clothes they are wearing. Then, the students regroup the images based on which stage of the human life cycle they are.

Ext- students may already know the 6 stages of the human life cycle. If they do, can they explain what happens at each stage?

3

Ask the students to share any understanding they have of the main human reproductive organs. This discussion could be used as an opportunity to assess current understanding of students and adapt for final discussion at the end of the lesson.

In pairs, students sort the reproductive system keywords into male and female. Once they have sorted them, discuss them as a class.

Encourage the students to define the use and importance of each of the reproductive system keywords shown on the slides. Share the definitions with the class and identify which organ/features belongs to which sex.

4

With the whole class, read through the information regarding DNA, sperm cells, eggs cells and the fertilisation process. Ask the students to consider why DNA is so important. Share and discuss thoughts on the importance of sperm and also what an embryo is (and its place in the human life cycle).

5

Students will review all understanding and answer questions in quiz form around their learning in sex education lessons. The questions in this quiz are designed to both review knowledge and to also connect areas of understanding to further learning. After the quiz, the teacher can give time to flexible conversations regarding a variety of sex education learning they feel is appropriate most for the school setting and the students within their classroom.

#### Differentiation and Support

For support during the discussions and activities, students will use prior knowledge and experiences to articulate their answers. If available during the lesson, the teacher should consider using additional adults to help support and facilitate sensible and safe discussion of scenarios and key information covered throughout this lesson.

#### Extension and Challenge

The teacher is best positioned to understand to what extent the lesson could be extended to best suit their class. The final slide in this lesson is designed for an open discussion from students. These discussions can be directed to topics the teacher think most appropriate (within the school's sex education guidelines).





# Consent, respect and FGM

muse  
wellbeing

Year 6 - Lesson 8

Topic: Health and Wellbeing

Main Learning Objective: To know that FGM is against the law in the UK and how to keep themselves and others safe

Sub Learning Objective: To understand the meaning of consent (touch, contact, respect of others and the laws for sexual consent in the UK)



40 - 50 minutes

## Notes for Teacher

The topic of FGM covered in this lesson can be difficult for children and adults to learn about due to its graphic and upsetting content. It is important that carers and families are notified about this unit of study beforehand (as with all units). Encourage students to ask questions, empathize with the topic and support each other during class.

1

Ask the whole class to reflect upon and identify times they have given and received consent over the last few days. Ask students to give examples of these situations and also to share how the consent was given or received.

2

Hand out the "Giving my consent" learning resource to pairs. Ask students to read each of the scenarios and answer and share ideas on the key questions presented. Encourage students to discuss how consent was broken, what should have happened and any advice they may have for the children in each scenario.

3

Introduce the topic of FGM to the students and check for any previous understanding from students. Remind the class on behaviour practices for sensitive topics and ensure students are ready and share with responsibly and empathy.



4

As a whole class, watch the Muse Wellbeing video on FGM. The video has been specifically tailored for Year 6 children in order to understand the overall act of FGM (with specific FGM types) and also the range of the topic globally. Give time for students to share their understanding and thoughts from the video with the class.

In groups, students will use the "Key language" learning resource to match key phrases and vocabulary with their correct definitions.

Independently, students will create a FGM awareness poster which could be shared with other Year 6 children.

Ext - Create a written response to explain why FGM is damaging to our societies and ways in which we could stop it.

#### Differentiation and Support

During the independent activity or at other appropriate times based on teacher evaluation, students could spend time with an additional adult re-reading the "FGM: Reading and script" learning resource.

The teacher could also use a question box and encourage students of all abilities and needs to add questions here to be answered later.

#### Extension and Challenge

Create a written response to explain why FGM is damaging to women, our societies and ways in which we could stop it.

