Broomfield House School

RELATIONSHIPS, SEX EDUCATION AND HEALTH POLICY

Legal Status:

Complies with the Education (Independent School Standards) (England) (Amendment) Regulations currently in force.

- ✓ *Sexual Offences Act 2003* (HM Government: 2003)
- ✓ *Keeping Children Safe in Education* (DfE: September 2025)
- ✓ *Relationships Education, Relationships and Sex Education (RSHE) and Health Education* (DfE: 2025)

Although the updated 2025 Relationships and Sex Education and Health Education statutory guidance does not come into effect until 1st September 2026, Broomfield has embedded the guidance into our current policy and practice.

Applies to:

- ✓ Broomfield House School Including the Early Years Foundation Stage (EYFS)

Related documents:

- ✓ Personal, Social, Health Economic Education (PSHEE) and Citizenship
- ✓ Curriculum Policy
- ✓ School Ethos
- ✓ Child Protection Policy

Availability

This policy is made available to parents, staff and pupils on the school website and upon request a copy may be obtained from the School Office.

Monitoring and Review:

- ✓ This policy will be subject to continuous monitoring, refinement and audit by the Headteacher.

The Headteacher undertake an annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Last reviewed: September 2026
Next review: September 2027

Context
All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- ✓ Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- ✓ Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

PSHE
At Broomfield House School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

At the time of writing this policy Jigsaw are updating their resources and planning to reflect the new statutory guidance for September 2026, which will be completed by the end of the Autumn term 2025.

The overview of the programme is included later in this policy.

This also contributes to the school's Safeguarding and Equality Duties, the Government's Fundamental British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Safeguarding and Child Protection
The school has a separate Safeguarding and Child Protection Policy. Effective RSHE may bring about disclosures of child protection issues and staff are aware of the procedures for reporting their concerns.

Controversial and Sensitive Issues
Members of staff are aware that views around RSHE related issues are varied. However, whilst personal views are respected, all RSHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own informed opinions but also respect others that may have a different opinion.

Statutory Relationships and Health Education
"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2025, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education and Health Education compulsory for all pupils receiving primary education. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools."

DfE Guidance 2025

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this

environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"This is why we have made Relationships Education compulsory in all primary schools in England"

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy."

"These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."

Secretary of State Foreword DfE Guidance 2025

According to DfE Guidance 2025:

Schools are free to determine how to deliver the content set out in the DfE guidance 2025 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.

All schools must have in place a written policy for Relationships Education and RSHE.

At Broomfield House School we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to our children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education (Available here), shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

Our PSHE policy is informed by existing DfE guidance:

- ✓ Keeping Children Safe in Education 2025 (statutory guidance)
- ✓ Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- ✓ Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- ✓ Equality Act 2010 and schools
- ✓ SEND code of practice: 0 to 25 years (statutory guidance - updated 2024)

- ✓ Alternative Provision (statutory guidance)
- ✓ Mental Health and Behaviour in Schools (advice for schools)
- ✓ Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- ✓ Sexual violence and sexual harassment between children in schools (advice for schools now part of KCSIE)
- ✓ The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- ✓ Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)
- ✓ SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

Jigsaw is a whole school approach.

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Education in the context of coping positively with change

At Broomfield House School we allocate 50 minutes lesson time plus assemblies to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Class teachers deliver the weekly lessons to their own classes.

Relationships Education
What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found in Relationships Education in Primary schools – DfE Guidance 2025. The way the Jigsaw Programme covers these is explained in the mapping document as linked earlier in this policy.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Health Education

In primary schools, Health Education is compulsory and forms part of the wider RSHE curriculum.

At Broomfield House School, this includes teaching pupils about: *mental wellbeing (including resilience, managing stress, and the importance of sleep); internet safety and harms (including how to recognise and report harmful online content, such as inappropriate material, harassment, and misinformation, including that generated by artificial intelligence); physical health and fitness; healthy eating; drugs, alcohol, tobacco and vaping; health and prevention (including vaccinations, immunisations and good hygiene); basic first aid; and the changing adolescent body (including puberty and menstrual health for all pupils).*

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

Puberty Talk

As part of our PSHE syllabus, we introduce Year 5 and Year 6 to the subject of puberty. Working in single sex groups, each group is given exactly the same information. The children therefore learn not only what is happening, or about to happen, to their own bodies, but also what is happening to the other sex. In this way we try to foster understanding of, and consideration towards, other people, boys and girls. We think, too, that asking questions is easier in a single sex group.

We discuss the following aspects:

- ✓ The main sexual and reproductive parts of the body, using the correct terminology and understanding their functions.
- ✓ The main physical and emotional changes in puberty for boys and girls.
- ✓ The basic facts about menstruation.
- ✓ The different rates of change during puberty for different people.
- ✓ How to deal positively with concerns or questions about puberty and where to go for help if needed.

A question box is provided, following the lesson, for children to submit questions or concerns anonymously. The teachers then deal with any issues arising in an appropriate way.

We hope that, by working in small groups with their friends and led by teachers they know, the children will experience a positive and supportive introduction to this topic.

Prior to these sessions, a letter is sent to parents asking for consent for their children to attend.

Sex Education

The DfE Guidance 2025, recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, 'Sex Education is not compulsory in primary schools'. (p.23)

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

At Broomfield House School, we believe children should understand the facts about human reproduction before they leave primary school, so we teach this as part of our science curriculum.

We define Sex Education as understanding human reproduction.

As we teach this as part of our science curriculum, parents do not have the right to withdraw their child.

Equality

This policy will inform the school's Equalities Plan.

The Department for Education (DfE) Statutory Guidance (2019, updated 2025) makes clear that, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect.

Schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics.

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum."

The updated 2025 guidance further emphasises that:

- ✓ Teaching should be age-appropriate and sensitive to the needs of all pupils.
- ✓ Pupils should be taught the facts and the law relating to biological sex, sexual orientation, gender reassignment and other protected characteristics.
- ✓ Content should support pupils to understand equality and respect, while recognising that families and faith groups may hold a variety of beliefs.
- ✓ Schools must be transparent with parents and carers about what is taught and when, consulting them on policy and making curriculum materials available.

SEND Accessibility

SEND Access All RSHE content is adapted to meet the needs of pupils with SEND. Teachers use differentiated resources, additional scaffolding, and where needed, small-group or 1:1 support to ensure accessibility. Materials are available in simplified formats and staff receive training to deliver sensitive content inclusively.

At Broomfield House School, we actively promote respect for all and value every individual child. We are committed to ensuring that every pupil feels safe, included, and able to flourish. At the same time, we respect the right of children, their families, and our staff to hold a diversity of beliefs, religious or otherwise, and we recognise that these may, at times, be in tension with aspects of Relationships, Sex and Health Education (RSHE). Our approach seeks to balance these perspectives while remaining firmly aligned with our statutory duties and our ethos of respect, inclusion, and equality.

For further explanation as to how we approach LGBT relationships in the PSHE (RSHE) Programme please see: 'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?'

Jigsaw PSHE documents needed to explain this policy:

- ✓ Appendix A (available here): Relationships Education in Primary schools – DfE Guidance 2025
- ✓ Appendix B (available here): Jigsaw 3-11 and statutory Relationships and Health Education (mapping document)
- ✓ Appendix C (available here): Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?