RELATIONSHIPS EDUCATION, SEX EDUCATION AND HEALTH EDUCATION (RSHE) POLICY

As a Church of England school, we see it as our duty to give children and members of the school community the skills to maximise their engagement with the world around them, enable them to grow spiritually, emotionally and personally, and develop the character and values which will serve them well in future life and support success.

Formally adopted by the Governing Board/ Trust of:-	Taverham Junior School
Date:	23/6/2025
Chair of Governors/Trustees:-	Matt Lambert
Next Review:-	June 2027

Policy context and Rationale

This relationships, sex and health education policy covers the Taverham VC CE Junior School approach to teaching relationships, sex and health education (RSHE).

The core policy was produced by the Diocese of Norwich in collaboration with an external national RSHE Adviser. The 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 the needs of all pupils can be met through the delivery of an age and stage appropriate RSHE curriculum that addresses relevant issues informed by analysis of public health data and pupil priorities. Parent consultation evenings and CPD sessions, led by the PSHE/RSHE co-ordinator, enables all parents and teachers to familiarise themselves with any changes in this subject. Opportunities to discuss and plan medium term plans, as a whole school, has ensured all objectives from the RSHE curriculum are being met. Pupil consultation has also been used to inform the creation of the school RSHE curriculum and this policy where appropriate. *For example,* key issues such as mental health wellbeing and an on-going concern about online safety are addressed in our needs-led curriculum.

Policy availability

Stakeholders can be informed about the policy through RSHE consultation events or accessing a copy from the school website. Should a hard-copy of the document be required, the school will be happy to provide this upon request and will also work with any stakeholders that require the policy in an alternative format to meet their individual needs, ensuring equitable accessibility for all. The policy can be obtained in an alternative format by contacting the school office.

Policy values, aims and objectives

Our school supports the aims and objectives set out by the Secretary of State for Education in the RSHE Guidance, 2019 which says '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. 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, 2019

PSHE education is currently a non-statutory subject. However, section 2.5 of the national curriculum asserts all state schools 'should make provision for personal, social, health and economic education (PSHE)'. The PSHE Association states that, 'PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding.' In addition, the Relationships and Health and Wellbeing areas of PSHE and Citizenship education have been compulsory in primary schools since September 2020.

At Taverham Junior School, we decided to change the name of our PSHE/RSHE lessons to 'Life Skills' lessons as we feel this makes the subject more understandable and accessible to the children, and so therefore is referred to as this in school during lessons and on displays, etc.

RSHE is delivered to compliment the wider ethos, values and principles of the Diocese of Norwich. In line with the Church of England's role as the established Church, our vision is for the common good of the whole community:

Educating for wisdom, knowledge and skills: enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.
Educating for hope and aspiration: enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.
Educating for community and living well together: a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.
Educating for dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

Our school's overarching distinctively Christian vision for pupils is 'Learning for a fuller life'. RSHE is underpinned by a clear set of embedded values and principles that complement the school ethos and permeate through the teaching practice, resources and classroom management of RSHE lessons. Our school values which drive the vision are that our pupils become: successful and happy individuals; confident and resilient young people; responsible citizens; caring, respectful, tolerant and reflective individuals,

RSHE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health in an age and stage appropriate manner. It will equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, within which they value their sexuality and take responsibility for their health and wellbeing both now and in the future. We recognise the importance of RSHE in preparing children and young people to live safe, fulfilled and healthy lives. The objective of RSHE is to support children and young people through a journey of physical, emotional and moral development, through the teaching of

essential knowledge, skills and values within the framework of the law and relevant provisions of the Equality Act, 2010.

Effective RSHE can make a significant contribution to the development of personal skills needed by pupils to establish and maintain relationships. RSHE will ensure children and young people are encouraged to understand the importance of stable, loving relationships, respect, love, and care in line with our Christian values. It also enables young people to make responsible and informed decisions about their health and wellbeing.

RSHE will be approached through evidence-based, best practice principles to ensure the highest impact on improving pupil health, wellbeing, safeguarding and lifelong outcomes. The following principles are based on research evidence, supported by a wide range of leading organisations including NSPCC, Barnardo's, The Children's Society and education unions.

At Taverham VC CE Junior School, we are committed to RSHE which:

- Is taught by staff regularly trained in RSHE (with expert visitors invited in to enhance and supplement the programme where appropriate)
- Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home
- Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online
- Gives a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity
- Gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views
- Includes learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online
- Respects gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSHE lessons and in every-day school life
- Meets the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities
- Seeks pupils' views about RSHE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change

Entitlement and equality of opportunity

All children are entitled to access a broad and balanced curriculum delivered in an age and stage appropriate manner. Teachers will include a range of teaching styles and groupings to allow all children to make progress. Every child will be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self–esteem.

We actively celebrate the diversity of our pupils, their families and the wider whole-school community. RSHE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law, to ensure all pupils have equal access to our RSHE curriculum. We do not use RSHE as a means of promoting any form of sexual orientation over another.

Through consultation, continual assessment and regular reviews of the curriculum we ensure that we continually recognise and respect pupils' different abilities, levels of maturity, personal circumstances including gender identity, faith or culture and that of their family, friends and the wider whole-school community in accordance with the school's approach to inclusion.

Teaching and learning

The RSHE programme will be led by the RSHE lead teacher and taught by class teachers and in some cases supported by teaching assistants, visitors and outside agencies. Whole staff and individual training needs will be identified through the school's self-evaluation process and staff appraisal system.

On occasion external visitors, experts and agencies may be invited to contribute to the delivery of RSHE because of the particular expertise or to enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with children and young people. When this happens, the school will:

- Check the visitor or visiting organisation's credentials
- Ensure the teaching delivered by the visitor fits with their planned programme and our published policy
- Discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils
- Ask to see the materials visitors will use as well as a lesson plan in advance, to ensure it meets the full range of pupils' needs (e.g. special educational needs)
- Agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy.

- Arrange for the visitor to be supervised/supported by a member of school staff at all times
- Monitor and evaluate the visitor input to inform future planning

RSHE will be taught through a range of teaching methodologies, including story-telling, drama, discussions, individual private reflection, quizzes and fact finding, value spectrums, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles.

Curriculum

The majority of elements of the RSHE curriculum are a statutory requirement to teach to meet the latest government RSHE guidance (July 2020) and The Equalities Act, 2010.

RSHE will be taught through a 'spiral curriculum'. This approach means that pupils will gain knowledge, develop values and acquire skills gradually during their school years by revisiting core themes to build on prior learning. RSHE 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 RSHE 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. For further details, our current overview is attached (Appendix A) which follows the statutory curriculum outline below:

Primary

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 and monitoring

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. There will be self-assessment tasks throughout the programme that will confirm pupils understanding of the topics.

The quality of RSHE teaching and learning will be monitored through RSHE learning walks, pupil surveys/discussion and informal drop-ins conducted by subject leads and/or members of the senior leadership team. Governors will monitor the quality of provision, pupil progress and accessibility of the RSHE provision. Teachers will evidence the work children have done through work/photos in class books or by sharing their ActivInspire/PowerPoint slides. No formal written plans are required at this time. Specific governor responsibilities are in section 38 and 39 of the RSHE Guidance. The observations and findings of which will be used to identify and inform future staff training and resource needs.

Responding to pupil's questions

There will always be sensitive and controversial issues within the subjects of RSHE. These may be a matter of age and stage appropriateness, contrasting personal beliefs including disagreement with the official teaching of the Church and otherwise. We believe that children are best educated and protected from harm when they are provided with a safe and supportive space to discuss issues openly, within the framework of the class working agreement. At the end of every lesson, pupils will be provided with an opportunity to ask questions in an open setting, and will also be provided with an opportunity to raise anonymous questions through the use of an anonymous 'ask-it-basket'/ worry jar. Teachers will answer questions as fully as they feel age and stage appropriate based on the level of knowledge demonstrated by pupils during the lesson. Teachers may delay answering a pupil's question if they need time to consult with a colleague or the school leadership team to construct an appropriate answer. Teachers can refuse to answer a question that they feel is inappropriate, and will never answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons clearly explained and the teacher will work with the pupil to identify suitable sources of information where they can obtain an answer to their question. This may include encouraging the child to ask a parent or trusted adult at home.

Confidentiality, signposting and handling disclosures

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

At the beginning of RSHE 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 RSE avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RSHE 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 of topic coverage so that the school can be responsive to pupil's pastoral needs, and safeguarding arrangements can be actioned efficiently if required.

Teachers will conduct RSHE lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will immediately inform the named person for child protection issues about their concerns. The designated safeguarding lead will then deal with the matter in line with the Safeguarding policy.

Involving parents and carers

We believe that parents are the primary educators of their children in RSHE and that RSHE 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 school will provide support and information to parents/carers through a biennial consultation evening which provides a valuable opportunity to develop awareness of emerging RSHE topics, meet the RSHE lead and review the resources being used as well as consider ways to build on the learning at home, fostering strong channels of communication between parents/carers and their children. The school also operates an open-door policy enabling parents to discuss RSHE at relevant times throughout the school year.

Parental right to have a child excused

The vast majority of RSHE is compulsory. There is no right to withdraw from Relationships Education or Health Education. Parents and carers are only able to request that their child is excused from sex education, taught outside of the national curriculum for science. 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 should outline to

the parents 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 the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead). Once a decision has been made, they must inform the school in writing stating their reasons as to why they would like their child withdrawn.

Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to have their child excused from non-statutory sex education, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

The school must 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, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Links to other school policies and curriculum

This policy complements the following policies and curriculum:

- Anti-bullying
- Assessment
- Behaviour
- British Values
- Citizenship
- Computing
- Confidentiality
- E-safety
- Equality and diversity
- Extremism
- Inclusion
- Music and the Arts
- Online safety
- Physical Education
- Religious Education
- Safeguarding
- SMSC

- Science
- Teaching and learning

Review date or Monitoring and Review

The Governing Board monitors the impact of RSHE on an annual basis. The Governors give serious consideration to any comments, consultation and evidence of impact.

Consultation with pupils will be conducted on a regular basis to support with reviewing the curriculum to ensure it remains responsive to emerging needs and the policy updated accordingly.

This policy will be reviewed every 2 years, or sooner if the RSHE curriculum is amended, for example in response to emerging themes, changing pupil needs or introduction of new legislation and guidance.

Appendix A

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 3						
RSE	Zones of Regulation My Feelings*	My Relationships* (R-Time) Anti-Bullying Week	My Beliefs* (Gender stereotyping)	Friendships and feelings	My body*	My Rights* /*Asking for Help
HEALTH	Mental well-being: zones of regulation	E-Safety (Smart Crew)		E-safety Healthy eating/body (Science)	Health & Prevention: handwashing	Health & Prevention: exposure to the sun (Sun Awareness Week – May)
YEAR 4						
RSE	My Feelings*	'Ups & Downs' (characteristics of friendships) Anti-Bullying Week	My Relationships*	My Beliefs* Changes in Families	My Body*	My Rights & Responsibilities* Asking for Help*
HEALTH	Mental well-being: zones of regulation	Importance of exercise	Health & Prevention (link to Australia unit): Exposure to the sun. Health & Prevention: teeth Healthy eating (Science)	Importance of good sleep		
YEAR 5						
RSE	My Relationships*	Diversity and Difference (Use stories 'Sissy Duckling', 'Whoever You Are' 'Dogs Don't do Ballet' Anti-Bullying Week	Rights & Responsibilities *	My Beliefs*	My Body *(puberty)	Asking for Help*
HEALTH	Growth Mindset Mental well-being: zones of regulation	E-Safety	First Aid	First Aid Keeping safe on-line		
YEAR 6						
RSE	Growth Mindset Gender Stereotypes and the media	Dove Positive Self-Image program Anti-Bullying Week	My Body * (reproduction)	My Relationships*	Being Safe - including visit from Safer Norfolk team or visit to The Crucial Crew (Police, Fire Service, Coastguards…etc)	*Asking for Help

HEALTH	Mental well-being: zones of regulation	Internet Safety and harm - 'Trust Me'	Health & Prevention: -Personal Hygiene -Changing adolescent body -Allergies, immunisations and disease	Drugs, Alcohol & Tobacco (Vaping)		Transition to High School 'Go Big Be Awesome'

Physical Health & Fitness: Promoted throughout the year in PE and Games.

E-Safety is also built into the Computing curriculum every half term. *KS2 RSE Solution resource