WATTON WESTFIELD INFANT & NURSERY

WATTON JUNIOR

*'A Community of Ambition, Creativity and Kindness'*

# Relationships, Sex and Health Education policy

This policy will be reviewed in full by the Governing Body on an annual basis.

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|---|---|
| Reviewed By | Local Governing Body |
| Meeting at which policy was reviewed and approved | March 2026 |
| Next Review Date | Summer 2026 |

# Contents

1.0 Introduction ..... 3
2.0 Values, aims and objectives ..... 3
3.0 Curriculum ..... 4
3.1 Non-statutory sex education in KS2 ..... 6
4.0 Other Policies ..... 6

## 1.0 Introduction

This relationships and sex education policy cover our schools' approach to teaching relationships, sex and health education (RSHE).

It was produced following 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.

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

Parents will be informed about the policy through annual RSHE consultation events, referencing in the school prospectus and a link from the school website.

If a hard copy of the document is required, the school will be happy to provide this upon request. The school will work with parents requiring the policy in an alternative format, ensuring equitable accessibility for all.

## 2.0 Values, aims and objectives

Relationships, sex and health education (RSHE) is learning about the emotional, social and physical aspects of growing up, relationships and reproduction. It will equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing now and in the future.

RSHE is taught in a way which is complementary to the wider ethos, values and principles of our school. RSHE in this school is learning about the body, feelings, beliefs, relationships, rights and responsibilities and knowing how and when to ask for help if needed. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

RSHE empowers children to build self-esteem, offer positive and open views, support mutual respect and celebration of self and others, providing a strong foundation to be successful in life by:

- Providing a spiral curriculum, allowing for the development of knowledge relevant to the age and stage of the learner.
- Providing an inclusive learning environment which is safe and empowering for everyone involved, based on the belief that bullying, prejudice and discrimination is unacceptable.
- Teaching non-biased, accurate and factual information that is positively inclusive.
- Developing character skills to support healthy and safe relationships, ensure comfortable communication about emotions, bodies and relationships using appropriate terminology.
- Promoting critical awareness of differing attitudes and views presented through society, the media and peers to enable the nurturing of personal values based on respect.
- Providing protection from shock or guilt.
- Actively involving pupils as evaluators to ensure relevance.

- Ensuring pupils are informed of their rights, including the legal framework and how to access confidential help to keep themselves and others safe.

The RSHE curriculum has been planned following pupil consultation. This ensures the needs of all pupils can be met through the delivery of an age and stage-appropriate curriculum. The curriculum addresses traditional and emerging issues, and relevant challenges as identified by pupils. Consultation with pupils will be conducted on a regular basis. This will inform the RSHE curriculum review, ensuring it remains responsive to emerging needs.

Some elements of the RSHE curriculum are a statutory requirement to teach in order for the school to meet Government guidance released in September 2021 and The Equalities Act, 2010. It is important to teach RSE through a spiral curriculum. This means pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. This developmental approach helps pupils to make informed decisions relevant to their age and stage. RSHE will support the school's commitment to safeguard pupils, preparing them to live safely in the modern world.

## 3.0 Curriculum

Our curriculum is comprised of the following elements:

| **Element** | **Key stage** |
|---|---|
| Relationships Education | Statutory at KS1 and KS2 |
| Health Education | Statutory at KS1 and KS2 |
| Sex Education | Non-statutory, taught in Upper KS2 |

Our intended RSHE curriculum is detailed as follows but remains responsive to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. When adaptive changes are made, 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.

The RSHE programme will be led by a subject leader in each school, and taught by all our primary teachers and supported by the School Nurse and related Children's Services agencies. All staff involved in the delivery of RSHE have received specialist training ensuring pupils are taught with consistent approaches to RSHE throughout their time at our Clarion Corvus Trust Schools.

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

Distancing techniques, such as the use of characters within RSHE, 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. 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 Watton Westfield and Watton Junior Schools, 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. Through consultation, continual assessment and regular reviews of the curriculum, we ensure that we continually recognise and respect pupils' different abilities, levels of maturity and personal circumstances including gender identity, faith or culture and that of their family, friends and the wider whole school community.

For pupils with SEND, accessibility requirements are considered when planning for delivery of the curriculum, including high-quality personalised support where necessary.

At the end of every lesson, pupils will be provided with an opportunity to ask questions as a class and can also ask anonymous questions. 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 ask a pupil to wait for a response to a 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. Teachers will not 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 for this decision clearly explained. The teacher will work with the pupil to identify suitable sources of information, where they can safely obtain an answer to their question.

At the end of every lesson, teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. Children will be signposted to outside agencies they can contact, such as Childline and the NSPCC, through the use of posters and videos in RSHE lessons in school. Teachers will also work closely with the schools' pastoral system to advise of topic coverage. This will ensure the school can be responsive to pupils' pastoral needs, and safeguarding arrangements can be actioned efficiently if required. If the school has any reason to believe a pupil is at risk of harm, we are required to respond in accordance with the school's safeguarding policy.

Pupils' learning will be assessed at the end of every topic. This will ensure that pupils are making sufficient progress building 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. The evaluation of teaching and learning assessments will be shared with pupils and parents as appropriate.

RSHE is most effective when it is a collaboration between school and home. The school will provide support to parents and carers through engagement events, providing a valuable opportunity to develop awareness of emerging RSHE topics, meet RSHE teachers, review the resources being used and consider ways to build on RSHE at home. The school operates an open-door policy enabling parents to discuss RSHE at relevant times throughout the school year.

### 3.1 Non-statutory sex education in KS2

At Watton Junior School, we recognise the importance of providing factual information at an early stage, to support our pupils to be informed and able to look after themselves in the future. As a result, we deliver non-statutory sex education to pupils in upper key stage 2, as part of the Year 6 curriculum.

This part of the curriculum covers sex intercourse and conception. These lessons are in addition to those taught as part of the statutory curriculum in science, where pupils are taught about changes during puberty, reproduction in some plants and animals, and changes in humans over their development, including gestation.

Parents have a right to request that their child is withdrawn from sex education, but not from relationships education. They should do so in writing to the Executive Headteacher.

Following a request, the school will invite parents to discuss to talk about their request, address misconceptions or dispel any concerns.

Confirmation will be provided to parents in writing from the school following a request. The school will also communicate the alternative education being provided for a child who has been withdrawn from non-statutory sex education lessons.

## 4.0 Other Policies

This policy should be read in conjunction with the following school policies:

- Anti-bullying
- Equality Information & Objectives Safeguarding
- Safeguarding
- SEND
- On-line safety