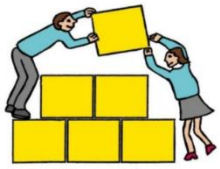
Sprowston Junior School



RSHE Policy

Date policy was updated:	Monitored by:	Date of policy review:
July 2026	David Arthur	July 2029

1. Introduction

This policy outlines Sprowston Junior School's commitment to providing effective Relationships, Sex and Health Education (RSHE) for all pupils. We recognise that parents and carers are the first educators of their children and our RSHE curriculum is designed to complement and support the role of families in teaching children about relationships, health and wellbeing.

We provide Relationships Education to all pupils in accordance with the statutory requirements set out in the Children and Social Work Act 2017 and the Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019, updated periodically by the Department for Education).

While primary schools are not required to teach sex education beyond the national science curriculum, the school has chosen to provide age-appropriate sex education to support pupils' understanding of growing up, reproduction, and relationships.

In delivering RSHE we have regard to the guidance issued by the Secretary of State under section 403 of the Education Act 1996.

The school also has regard to its duties under:

- Sections 406 and 407 of the Education Act 1996
- Part 6, Chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (section 149 of the Equality Act 2010)

This policy has been developed through consultation with the school community including pupils, parents/carers, staff and governors.

The policy will be reviewed every three years or sooner if there are changes to legislation, statutory guidance, or the needs of pupils.

Parents are informed about this policy through the school website, the school prospectus, and parent information sessions. Copies are available from the school office and can be provided in alternative formats, including large print or translated versions, upon request.

2. Values, Aims and Objectives

RSHE supports pupils to develop the knowledge, skills and attributes they need to manage their lives now and in the future.

At Sprowston Junior School, RSHE aims to help pupils:

• Develop self-esteem, confidence and a positive sense of identity
• Form and maintain healthy, respectful relationships
• Understand the importance of kindness, empathy and mutual respect
• Recognise and manage emotions effectively
• Develop the skills to stay safe both offline and online
• Understand how to maintain good physical and mental health
• Prepare for the physical and emotional changes associated with growing up

RSHE provides learning about the body, feelings, beliefs, relationships, rights and responsibilities. It involves acquiring accurate information, developing life skills and forming positive attitudes and values. It also supports understanding of consent, personal boundaries, and respectful relationships.

Staff training will also include guidance on adaptive teaching, SEND inclusion, safeguarding-sensitive practice and responding appropriately to pupil questions.

3. Curriculum Design and Delivery

Our RSHE curriculum follows a spiral curriculum model where key themes are revisited and built upon as pupils move through the school. It has been developed using the Pol-Ed curriculum and resources, which have been mapped against statutory RSHE requirements to ensure all statutory topics are covered. The school uses Pol-Ed curriculum mapping documentation to identify where statutory Relationships Education and Health Education objectives are taught. Curriculum content may be adapted in response to pupil voice, safeguarding trends, local context and the emerging needs of pupils.

All RSHE teaching is age-appropriate, evidence-informed and delivered in a factual, balanced and non-judgemental manner. Learning is carefully planned to reflect pupils' developmental stages and to promote respect, inclusion and understanding.

RSHE is delivered through:

- Dedicated RSHE lessons
- PSHE sessions
- Assemblies
- Cross-curricular links including Science, PE, Computing, and RE where moral and ethical discussions are explored
- Circle time and discussion activities

4. RSHE Curriculum Overview (Years 2–6)

Appendix A shows a topic overview by year group. This is based on the Pol-Ed Lessons List document (Appendix B). Additions have been included to cover areas of RSE that are not covered in the Pol-Ed curriculum.

Where classes are mixed aged, they will follow a two-year rolling programme. For certain areas of the Year 6 curriculum, sessions may be delivered in year group age groups. Sensitive topics are scaffolded to ensure age-appropriateness and pupil understanding.

5. Equality, Inclusion and Support

The school complies with the Equality Act 2010 and values diversity within the school community.

RSHE promotes respect, equality and inclusion and does not discriminate against pupils on the basis of protected characteristics under the Equality Act 2010.

Teaching and resources are inclusive and age-appropriate, reflecting the diversity of modern Britain. Pupils learn about different families, cultures, faiths, identities and relationships in a respectful and sensitive way.

Resources reflect a range of family structures, including LGBTQ+ families, and aim to ensure all pupils feel seen, valued and represented. Cultural and faith-based sensitivities are considered in teaching approaches while ensuring that all statutory content is taught appropriately.

RSHE and protective behaviours are taught through age-appropriate formal and informal learning across the school, using structured resources, clear ground rules and objective language, with pupils supported to engage safely and encouraged to continue discussions at home where appropriate.

RSHE is accessible to all pupils, including those with special educational needs and disabilities (SEND). Teaching and resources are adapted appropriately to meet pupils' developmental, cognitive, communication and emotional needs.

Adaptations may include:

- differentiated activities and outcomes
- visual supports and concrete resources
- pre-teaching and reinforcement of key vocabulary
- small group or additional adult support where appropriate
- adapted language and communication approaches
- flexible pacing and scaffolded learning
- consideration of sensory and emotional needs

School staff, parents/carers, Governors and external professionals, where appropriate, all work closely to ensure pupils can access RSHE safely and meaningfully.

6. Sex Education

In addition to Relationships and Health Education, the school teaches a small amount of sex education in Year 6 to support pupils' understanding of reproduction, puberty, and personal boundaries. We recognise that some pupils, including those with SEND, may require additional preparation, repetition or adapted teaching approaches to support their understanding of puberty, growing up and personal safety. This may be outside the Pol-Ed curriculum and will reflect the needs of the cohort.

Parents do not have the right to withdraw their child from Relationships Education or Health Education. Parents may request that their child be withdrawn from the non-statutory sex education elements of the curriculum. The Headteacher will discuss the request with parents/carers and explain the curriculum content before agreeing arrangements for withdrawal. Any such request should be made in writing to the Headteacher.

7. Online Safety
Online relationships and digital safety are taught through RSHE and the wider curriculum. Pupils learn how to communicate safely online, protect personal information and seek help when needed.

8. Safeguarding and Confidentiality
Teachers establish clear ground rules in RSHE lessons to create a safe, respectful and non-judgemental learning environment in which pupils feel able to ask questions and discuss sensitive issues appropriately. Pupils are taught how to seek support for themselves or others and how to report worries, abuse or unsafe situations both in school and online. Any safeguarding concerns will be reported to one of the school's Designated Safeguarding Leads in accordance with school procedures. Details of DSLs can be found in the Safeguarding Policy and on the school website. Pupils are also informed about how to report concerns safely.

9. Working with Parents and Carers
The school recognises the important role of parents and carers in supporting RSHE learning. Parents are informed about curriculum content and are encouraged to discuss learning with their children.

10. Staff Training
Staff delivering RSHE will receive appropriate training and support from the RSHE subject leader and through professional development opportunities. This training will include in-school training, support from external agencies, Pol-Ed webinars, and refresher training every two years.

11. Monitoring and Evaluation
The RSHE subject leader monitors the curriculum through planning reviews, pupil voice, staff feedback, and lesson observations. Impact measures, including pupil understanding, confidence, and behavioural indicators, are considered. All monitoring outcomes are shared with staff and Governors.

12. Policy Review
This policy will be reviewed every three years or sooner if required. Any legislative changes or updates to statutory guidance will trigger an immediate review.

APPENDIX A

Sprowston Junior School RSHE Curriculum topic overview by year group (Years 2-6).

Year	Relationships	Keeping Safe	Wellbeing	Understanding the Law and Society
Year 2	Diverse relationships Diversity of people Positive relationships Sharing family worries	Online safety Personal boundaries and private parts of the body Different types of meeting/contact Fire safety Medicines and safe use	Dealing with change Healthy routines (sleep, hygiene, exercise) Self-care and emotional wellbeing Understanding and managing feelings Online wellbeing (balancing gaming and screen use)	Rules, responsibilities and why they matter Diversity of people in society (link to inclusion) Understanding jobs and money Needs and wants (economic understanding) The internet as part of society and daily life
Year 3	Families Positive friendships Kindness and respect Bullying awareness Trusted adults	Personal boundaries Asking for help Risk recognition Emergencies	Managing emotions Mental health awareness Healthy routines Recognising strengths Online safety introduction	Rules and laws Children's rights Responsible citizenship
Year 4	Friendships Respect and inclusion Diversity and discrimination Peer influence	Online safety Local and road safety Home hazards First aid introduction	Mental wellbeing Healthy habits Healthy eating and hygiene Body awareness	Protected characteristics Hate crime awareness Understanding communities
Year 5	Healthy friendships Respect and equality Challenging stereotypes Personal boundaries Online friendships Future impact of relationships	Online safety and digital footprints Grooming risks Financial safety and gambling awareness	Emotional resilience Managing stress Personal identity Puberty and self-care Lifestyle impacts on feelings	Peer pressure Media literacy Drugs and alcohol awareness
Year 6	Types of relationships Respecting differences Challenging racism/sexism Allyship Consent, personal boundaries and respecting choices Transition preparation	Online safety Peer pressure Antisocial behaviour Risks related to weapons and unsafe behaviours Drugs, alcohol, tobacco	Mental health support Managing change Grief and emotions Puberty, reproduction, body image	Laws on drugs, age, marriage Authority and societal rules

Note: This curriculum topic overview is based on the Pol-Ed curriculum. Additions have been included to cover areas of RSE that are not covered in the Pol-Ed curriculum.

APPENDIX B

EYFS & Key Stage 1
Pol-Ed Lessons

Pol-Ed

	Relationships	Keeping Safe	Understanding the Law	Wellbeing
EYFS passport	What are emotions? What is self-worth?	What is empathy? What is resilience?		What is respect? What is risk?
EYFS	How can I be a good friend? How can I make other children feel happy? How can I play nicely with others? How can adults at school help me?	How can I play safely? How can I keep safe at school? How can I keep safe at home?	What are rules? What are consequences? What can I do if I'm feeling big emotions? Who are the police and how do they help us?	How can I be a germ buster? How does food help me? How does exercise help me?
Year 1	How can I be an ally? How can I make friends? What if my friends are making me feel sad? What is bullying? Why are safe hands important? Why is name calling unkind?	How can I keep safe in new places? How can I speak up? How can I use things at home safely? What is 999? What is private information? Who are my trusted adults?	How can I be responsible? What can happen when rules are broken? What do the police do? Why have different rules in different places?	What makes me special? What do feelings feel like? How can I share my feelings? How can I be an empathy expert?
Year 2	How are we the same? How are we different? How can I work with different people? How do I share family worries? What is a family? Why are relationships important?	How can I keep safe online? What are different types of meetings? What are medicines? What are private body parts? What is fire safety?	What are needs and wants? What is a job? What is money? What is the internet? Why does age matter?	How can I deal with change? What does it mean to be healthy? How can I look after my body? Why is sleep important? When do I need to take a break? What are the risks of video gaming?
KS1 Passport	What is empathy? What is fact finding?	What is future planning? What is informed decision-making?	What is resilience? What is respect?	What is self-worth? What is risk?

Key Stage 2
Pol-Ed Lessons
* = Coming to pol-ed.co.uk soon

Pol-Ed

	Relationships	Keeping Safe	Understanding the Law	Wellbeing
Year 3	How should we treat people? What can I do when friendships go wrong? What do we mean by consent in friendships? What is bullying? Who are my key people?	How can I share my worries? What are emergency services? What are emergency situations? What do we mean by risk? When should I break a secret?	How can I be a responsible citizen? How do we enforce the law? What are children's rights? What is the law and why do we have it?	What is mental health? What am I good at? How can intense feelings feel? What words can I use to talk about my feelings? How can vaccinations support our health? * How does school help me?
Year 4	How can we be role models? What is a healthy friendship? What is discrimination? What is diversity? What is peer influence? Who makes up my community?	How can I keep safe in my local area? How can we keep safe on the road? What are hazards in the home? What is first aid? Who do I encounter?	How can I respect my environment? What are protected characteristics? What can I be? What is hate crime?	How do my choices help me to be healthy? What are healthy habits? Why is food fuel? How can I be a hygiene hero? How does school build my character? What is my body trying to tell me?
Year 5	How can my adult relationships affect my future? How do words have power? What are my personal boundaries? What are online friendships? What is grooming? What is media influence? What is peer pressure?	How can we keep our things safe? How can we use our phones sensibly? What are deep fakes? What are the risks with money? What do I know about drugs? Why are our special people important? What is media literacy?	How do rules help our community? What can and can't I do on the internet? What is gambling?	What is my personal identity? How might puberty impact the way I feel? How might being online impact the way I feel? How might my activity levels impact the way I feel? How might school impact the way I feel? How can drugs and alcohol make people feel?
Year 6	How can I get ready for secondary relationships? How can we be allies against racism? How can we challenge sexism? How can we respect different relationships? What is a debate? What is my relationship with authority?	How is my data shared? What is spiking? * What is the issue with addiction? (Vaping/ smoking)? Why does media have age restrictions? Bonfire Night Lesson Halloween Lesson	What different types of crime are there? * What does the law say about legal drugs? What does the law say about marriage? What is a weapon? What is antisocial behaviour? What is shop theft?	What does adulthood look like? How can I re-frame my thinking? How can I seek support for my mental health? How can I manage moving to high school positively? What is grief?
KS2 Passport	What is empathy? What is fact finding?	What is future planning? What is informed decision-making?	What is resilience? What is respect?	What is self-worth? What is risk?

https://www.pol-ed.co.uk/resource-categories/resources