

Porchester Junior School

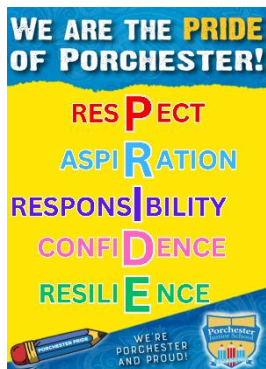


Relationship, Sex and Health and Education Policy

Adopted- September 2025
Review-September 2026

Aims

At Porchester, we all know the experiences a child has during the formative years of their life has such an impact on the kind of person they will develop into and become in the future. Such a lot of this important time is spent in school so it is essential that we work in partnership with parents so that we can make a positive difference and create a strong foundation that can be built upon as children continue to grow, develop and flourish.



At Porchester, our values show **PRIDE**:

We show **RESPECT** by listening to others, being kind and treating everyone fairly.

We show **ASPIRATION** by setting goals, challenging ourselves and working hard to achieve our dreams.

We show **RESPONSIBILITY** by being accountable for ourselves, helping others and doing our best.

We show **CONFIDENCE** by believing in ourselves, sharing our ideas and trying new things.

We show **RESILIENCE** by never giving up, learning from mistakes and approaching situations with a positive mindset.

These Porchester values underpin the curriculum that we deliver, ensuring that all our pupils become aspirant, independent and life-long learners. We believe that children learn best when they feel happy, secure, confident and valued, irrespective of their ability, disability, social background, culture or gender. We believe that children learn best when their surroundings are stimulating and interesting with access to a full range of varied and appropriate resources and given the opportunity to reflect on and talk about their learning.

Relationships Education is compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) is compulsory for all pupils receiving secondary education. Health Education is also compulsory in all schools except independent schools. PSHE continues to be compulsory in independent settings.

At Porchester Junior School, we wholeheartedly support the philosophy of RSHE and believe it is best taught as part of PSHE and citizenship education. Our programme seeks to promote the spiritual, moral, cultural, mental, and physical development of our pupils as well as preparing them for the opportunities, responsibilities, and experiences of adult life in a digital age.

We aim to help all our children build healthy friendships and positive relationships in an age-appropriate way, raising awareness of attitudes and values, developing personal and social skills, and promoting knowledge and understanding. Our RSHE curriculum covers more than the biological facts and information – it endeavours to help children develop self-esteem, self-responsibility as well as acquiring the understanding and attitudes which prepare children to develop caring, stable, healthy relationships. To develop an appreciation of the value of self-respect, dignity, marriage, civil partnerships, and parental duty should be encouraged in all pupils together with the sensitivity to the needs of others, loyalty, and acceptance of responsibility. We will look at all aspects of diversity in an inclusive and non-judgemental way.

Whilst as a school we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive, equally it is essential that our children still have access to the learning they need to stay safe, healthy and understand their rights as individuals.

We acknowledge that all young people deserve the right to honest, open, and factually correct information to help better form their own beliefs and values, free from bias, judgement, or subjective personal beliefs of those who teach them.

The aim for our RSHE curriculum is to help our children to build healthy friendships and positive relationships in an age-appropriate way. An important part of RSHE at Porchester is the ability to discuss and debate issues with clarity, and listen to people's points of view, whilst understanding that you do not have to agree with them but recognise their point of view.

The overall objectives of the RSHE curriculum are concerned about raising awareness of attitudes and values, developing personal and social skills and promoting knowledge and understanding. RSHE will look at aspects of diversity in an inclusive and non-judgemental way. At Porchester, we whole-heartedly support the philosophy of RSHE and believe it is most effective when taught as part of PSHE.

Relationships, Sex Education (R.S.E)

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.











High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society. The duties on schools in this area are set out in legislation.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. (They also make **Health Education** compulsory in all schools except independent schools).

This policy sets out both the rights of parents/carers to withdraw pupils from sex education (but not Relationships or Health Education) and the process that the Headteacher should follow in considering a request from a parent. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Key Objectives

The key objectives of our RSHE program are to:

-  Develop knowledge and understanding of positive, healthy relationships and the importance of commitment;
-  Make pupils aware of their rights, especially in relation to their bodies;
-  Enable the development of social and relationship skills and protective behaviours;
-  Prepare pupils for the physical and emotional changes of puberty;
-  Develop an understanding of reproduction and birth within the context of a loving and caring relationship;
-  Support pupils to use the internet safely and to recognise the benefits and risks that it brings;
-  Develop pupils' skills around assessing risk and keeping safe;
-  Enable pupils to gain the skills and understanding to support the development of healthy bodies and minds;
-  Enable pupils to recognise and manage their emotions;
-  Provide pupils with the knowledge and skills to access appropriate support.

Our RSHE program is based on the needs of all our pupils at Porchester with age-appropriate learning outcomes. RSHE will be firmly embedded within our broader curriculum areas, including science and PE, in addition to more focused learning through specific sessions and assemblies. Pupils will be encouraged and supported to appreciate difference and to respect themselves and others.

Policy Development

This policy has been developed to reflect the most recent Statutory RSHE guidance - [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/671442/Relationships_and_sex_education_-_RSE_and_health_education_-_GOV.UK.pdf) . We are a family at Porchester and a collaborative approach to our curriculum is always encouraged and created. This policy was formulated in consultation with our whole school family with input from:

Children – through pupil voice and sharing the curriculum, fed back through our Curriculum Pupil Leadership Team;

Staff in School – through surveys and consultation documents;

Parents and Carers – through surveys and consultation documents;

Governors – discussions at Governor meetings and consultation documents.

This will ensure that our RSHE curriculum continues to meet the needs of our pupils and school community and that it is in line with current DfE guidance and advice.

The policy is available on the school website, through the school office and on Microsoft Teams staff share space.

Roles, Responsibilities and Staff Training

At Porchester Junior School, the RSHE programme will be led by Vicki Welsby (headteacher) and Leah Smith (RSHE lead). They will liaise with the governing body, parents/carers, Local Authority, and outside agencies and take responsibility for:

- Policy development and review
- Monitoring and assessing effectiveness in practice to inform policy review and development of the programme
- Assess and co-ordinate training and support for staff, parents/carers, where appropriate
- Liaise with external agencies to deliver specific elements of the programme
- Monitor and quality assure the programme to ensure continuity and progression with the spiral curriculum
- Ensure that RSHE is fully represented at appropriate curriculum and pastoral meetings
- Ensure parents/carers are aware of what is being taught, by whom and when
- Staff and/or Governor Training – RSHE can be a sensitive issue. We will support all our staff by making provision for teaching staff to clarify legislation, curriculum requirements, and to consider appropriate teaching approaches and materials. We will support the use of visitors from outside, such as health professionals, police and voluntary sector, and other organisations to provide support and training to staff teaching RSHE. We will ensure that all visitors have been quality assured in advance and only use reputable providers.

Content and Delivery

What we Teach

At Porchester Junior School, we use the Christopher Winter RSE Scheme of Work to support with our relationship and sex education. This is used alongside our SCARF PSHE scheme of work which links with the RSE curriculum. SCARF have also provided taught RSE sessions from an expert teacher as part of our 2023-24 teaching year.

The statutory guidance for this programme of study comprehensively covers Relationships and Sex Education (R.S.E) and Health Education's learning opportunities across all the three core themes. Even though much of 'Living in the wider world' is not included in the statutory requirements, the theme, as a whole, remains vitally important for pupils' personal development and economic wellbeing.

Curriculum Content:

Through an effective and creative curriculum and by the end of primary school, our pupils should know about:

- Families and people who care for them
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Physical Health and Mental Wellbeing :

Our pupils will be taught about the characteristics of good physical health and mental wellbeing and of the benefits and importance of daily exercise, good nutrition, and sufficient sleep, and that mental wellbeing is a normal part of daily life, in the same way as physical health. Within our curriculum and by the end of primary school, pupils should know about:

- Mental wellbeing
- Online behaviour and safety
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Emotional Health and Wellbeing

The statutory guidance for health education covers physical health, mental health and emotional wellbeing and recognises that physical health and mental health are interlinked, that good physical health contributes to good mental health, and vice versa.

This 'Teaching About Mental Health and Emotional Wellbeing' guidance and accompanying teaching resources, originally funded by the Department for Education (DfE), have now been revised to ensure that they are fully up to date and reflect these statutory changes. These form part of our curriculum and will be an ongoing and core theme throughout our curriculum.

Irrespective of statutory requirements, teaching about mental health and emotional wellbeing as part of a comprehensive R.S.H.E education curriculum is vital. It promotes pupils' wellbeing through an understanding of their own and others' emotions and the development of healthy coping strategies. It also contributes to safeguarding, providing pupils with knowledge, understanding and strategies to keep themselves healthy and safe, as well as equipping them to support others who are facing challenges. Finally, talking openly about mental health issues is an effective means of breaking down any associated stigma.

The emphasis should always be on developing pupils' knowledge, understanding, skills, language and confidence to seek support, as needed, for themselves or others. They should understand when to seek help, what help is available, and the likely outcome of seeking support.

How we Teach it

At Porchester, we believe that effective RSHE can only be taught based on positive relationships and that forms the basis of the Charter that all classes devise and sign up to at the start of the year. This clearly gives the children a framework within which to get the most from these weekly sessions. Relationship and Sex Education lessons are taught through the Christopher Winter scheme of work during the summer 2 term in accordance to the scheme of work (available to view on school website)

Responding to pupils' questions and the vocabulary used in school

We acknowledge that sensitive and potentially difficult issues will arise in RSHE sessions, as children will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content. We aim to address these issues with sensitivity and at a level appropriate to the age group and developmental stage of our pupils, considering any additional special educational needs, in an objective manner free from personal bias. Consideration will be given to the potential for small group or 1-1 discussion for specific questions to be discussed. We will take into account different viewpoints such as different religious beliefs. Discussions will be set within the legal framework and pupils made aware of the law as it relates to the issues being discussed.

As a first principle, we answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age-appropriate way, only to the child or children who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed, whether they should answer it, they will seek guidance from the RSHE Leader or the Senior Leadership Team (S.L.T.). Questions may be referred to parents/carers if it is not appropriate

to answer them in school. When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse or risk of harm, teachers will pass this information to the designated person for safeguarding (DSL) and child protection, in line with school policy and procedures.






It is important that pupils feel able to ask any questions that they wish and that their questions are valued. However, consideration will be given in regard to the pupil's age, prior learning or readiness. Pupils also have access to an 'I want to know' box in each class in order for them to write questions down and be answered as they request. These questions may be answered in a 1: 1 situation if it is appropriate or as part of a class discussion. If a safeguarding issue is raised, we will take the appropriate actions (see Safeguarding Policy) and ensure that this concern is dealt with promptly.

Equality, Diversity and Inclusion

Provision for SEND Inclusion/Equality and Diversity






We promote the needs and interests of all pupils, inclusive of gender, sexual orientation, race, religion, culture, ability or aptitude. Our approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds and home circumstances of the children to ensure that all can access the full RSHE provision.

In relation to those with special educational needs, we will review our program to ensure that provision is made for those with additional needs. When working with children with additional needs we consider:

-  Their level of vulnerability
-  Their need to develop self-esteem and positive body image
-  The need to involve all staff and carers in policy development, planning and training
-  The need for a range of approaches to teaching and learning to ensure they are genuinely inclusive
-  Sources of support for pupils.

In relation to ethnicity, religion and cultural diversity, we value the different backgrounds of our children and, in acknowledging and exploring different views and beliefs, seek to promote respect and understanding.

In order to ensure the curriculum meets the needs of all:

-  We encourage respect and discourage abuse and exploitation.
-  We do not ask young people to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.
-  We promote social learning and expect our students to show a high regard for the needs of others.
-  PSHE/RSHE is an important vehicle for addressing both multicultural and gender issues and for ensuring equal opportunities for all.
-  We support children in developing their knowledge about and attitudes towards diversity

Roles and Responsibilities

The Governing Body



The Governing Body will approve the RSHE policy and hold the Headteacher to account for its implementation.



SLT Team

The SLT Team and Headteacher (including the Porchester Preparing for Life Lead) are responsible for ensuring that RSHE is taught consistently across school.

Staff

Staff are responsible for:

-  Delivering PSHE/RSHE in a sensitive way
-  Modelling positive attitudes to PSHE/RSHE

-  Monitoring the progress of our pupils
-  Responding to the needs of individual pupils

All staff are responsible for teaching PSHE/RSHE in their own context.

Our Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to this, treat others with respect and sensitivity, reinforcing our PRIDE values.

Parental Rights to Withdraw

At Porchester Junior School, we are committed to ensuring that the education provided to our pupils in relationships education / RSE is appropriate to their age and compliant with the requirements of the Equality Act 2010.

We recognise, in accordance with the statutory guidance, that parents have the right to request for their child to be withdrawn from some or all of the sex education delivered as part of the statutory RSE (other than sex education in the National Curriculum as part of the Science curriculum), but not from relationships education at primary. Parents wishing to exercise this right must do so in writing to the (Vicki Welsby or Leah Smith). They will be invited to discuss their concerns but if they still wish to withdraw their child(ren) we will make reasonable adjustments and provide suitable work for their child(ren) at this time.

Confidentiality

It is inevitable that effective RSHE which allows for open discussion to take place may lead pupils to share their worries and concerns with staff (verbally and/or non-verbally). The nature of our PSHE/RSHE curriculum means that children may disclose personal information that staff will respond to appropriately. Where there is a genuine risk to the safety of the child, information must be passed on to individuals and/or organisations responsible for protecting the child. We will follow the procedures outlined in other policies such as Safeguarding and Child Protection, Behaviour and Health and Safety.

Any information disclosed to a staff member or other responsible adult, which causes concern about the child's safety, will be communicated to the designated person as soon as possible and always within 24 hours, in line with our Safeguarding and Child Protection policy.

If visitors are working in a classroom or other teaching situation, they will follow the school's policies/guidance on confidentiality and on safeguarding, and other relevant school policies.

Safeguarding is everyone's responsibility however all staff, governors, visitors, parents/carers, and pupils need to be aware of who to report to and how to report any safeguarding concerns. The Designated Safeguarding Lead/leads (DSL) and their Deputy/deputies in our school is/are:

- Vicki Welsby (headteacher)
- Lauren Mintey (deputy headteacher)
- Natasha Green (Upper School Phase Leader)
- Natalia Thomas (Child and Family Support Worker)

The Role of Governors

When aspects of RSHE appear in whole school development planning or the school improvement plan, the governors will be asked to reflect on, monitor and review the work as appropriate. The governing body, as a whole, plays an active role in monitoring, reviewing and developing the policy and its implementation in school.

Monitoring, Evaluation and Review

To ensure our RSHE programme is effective, is meeting the needs of our pupils and complies with the RSHE statutory guidance, the following strategies will be used to quality assure the programme of study:

- Evaluation self-review from pupils after specific topics or at the end of a key stage
- Comments from pupils and representatives from the pupil voice
- Whole class discussions

Location and Dissemination

This policy document is freely available on request to the entire school community.

The staff responsible for overseeing and reviewing this policy is:

PSHE/RSHE Lead: Leah Smith

Date of Policy: September 2025 Next review date: September 2026

Breaches / Complaints:

Breaches to this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Head teacher and Governing Body.

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website, and on request from the school office.

Links with other policies

You may find it helpful to read this RSHE Policy alongside the other following school policies:

| Policy | How it may link |
|---|---|
| Safeguarding Policy | Includes information about child protection procedures and contextualised safeguarding |
| Child-on-Child Policy | Includes details about how to recognise, report and respond to all forms of child-on-child abuse |
| Behaviour Policy | Includes details about the school's behaviour system including potential sanctions for pupils |
| Anti-Bullying Policy | Includes information about bullying behaviours and vulnerable groups |
| Online Safety Policy / E-Safety / Acceptable Use Policies | Includes information about children's online behaviour and details about online bullying / cyberbullying |
| Equality Policy | Includes information about our school's approach to tackling prejudice and celebrating differences. Links to prejudice—related language and crime and the protected characteristics |
| Complaints Policy | Includes information about how to make a complaint if you are not satisfied with the school's response |

Further information and support can be found through the following links:

- Statutory RSHE guidance - [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/statutory-relationships-and-sex-education-rse-and-health-education)
- Keeping Children Safe in Education - [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/keeping-children-safe-in-education)