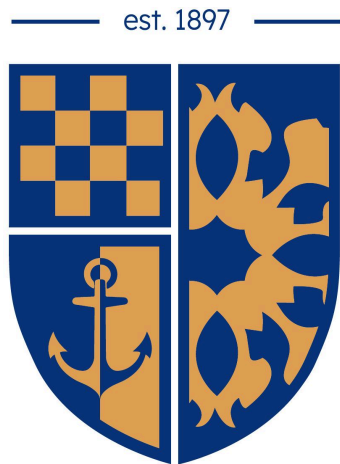




Norfolk House School

Relationships, Sex and Health Education (RSHE) & Personal Social Health Education (PSHE) Policy

(Compliant with DfE Statutory Guidance for September 2025)

This policy applies to all pupils, including those in the Early Years Foundation Stage (EYFS).

Last Reviewed July 2026
Date for revision July 2027

Annual review

Tej Lander
Headteacher

Introduction and Scope

This policy details the approach the school will take to the content and delivery of Life Skills (previously PSHE), our bespoke programme to ensure that children at Norfolk House School thrive while at the school and in the future.

The Life Skills programme at Norfolk House School is delivered through

- **Dedicated timetabled lessons**
- **Within specialists subjects**
- **As part of our varied and tailored curriculum**
- **Within Future Citizens lessons**
- **Through our Endeavour Programme**

The Life Skills programme will

- Be the medium for the delivery of Statutory Relationships Education, Relationships and Sex Education and Health Education in line with the guidance published by the Department for Education in July 2025, to come into effect September 2026.
- Enable pupils to access Non-statutory Personal, social, health and economic (PSHE) education as outlined in Guidance for Personal, social, health and economic (PSHE) education September 2021.
- Actively promote fundamental British values—democracy, the rule of law, individual liberty, and mutual respect/tolerance—to strengthen safeguarding under the Prevent strategy
- Enrich the educational and life experiences of the pupils at Norfolk House School through bespoke activities and content

In the Early Years Foundation Stage, the statutory guidance does not apply; however Personal Social and Emotional Development (PSED) is one of the prime areas within the EYFS curriculum and age-appropriate provision is made accordingly.

Life Skills and Delivering RSE

High-quality, evidence-based Relationships, Sex, and Health Education (RSHE) provides children and young people with the knowledge and skills for informed, ethical decisions regarding wellbeing, health, and relationships. It prepares them for adult life, promoting moral, social, mental, and physical development, and fostering positive traits like resilience and integrity. Effective RSHE helps prevent harm by enabling young people to identify when things are wrong. RSHE is part of the school curriculum, allowing flexibility in implementation.

The school will follow the guiding principles for RSHE delivery

1. **Pupil Engagement:** Involve pupils to ensure the curriculum is relevant and engaging.
2. **Parental Transparency:** Engage parents, be transparent about all RSHE materials, and ensure parents are aware of the context of sex education in primary school.
3. **Positivity:** Focus on building positive attitudes and skills, promoting healthy norms, and avoiding language that normalises harmful behaviour.
4. **Careful Sequencing:** Cover all statutory topics, starting early, and sequence teaching to proactively equip pupils with knowledge before relevant experiences occur.
5. **Relevant and Responsive:** Ensure the curriculum is relevant, age/stage-appropriate,

accessible, and responsive to local issues, potentially working with local partners.

6. **Skilled Delivery:** Use school staff or trained external providers with the necessary knowledge and skills to deliver participative education in a safe, supportive environment, trained in safeguarding and handling disclosures.
7. **Whole School Approach:** Deliver the curriculum as part of a wider school strategy for wellbeing and positive relationships, supported by other school policies

Differentiation between Relationships Education and Sex Education

Relationships Education (RE) and Health Education (HE)

These are compulsory for all pupils. RE focuses on building positive and safe relationships with others, covering topics like families, friendships, and staying safe online and offline. Everyone has relationships with others. Relationships education should equip pupils with the knowledge and skills they need to act with kindness and respect in all their relationships as they grow into adulthood, to enjoy their relationships, and to keep themselves and others safe. Relationships education will focus on how to form and sustain positive relationships but will also help children identify risks and harms.

This education can include sensitive topics, such as sexual violence, to equip children with the knowledge to keep themselves safe and know how to report concerns. Relationships education may therefore include topics related to preventing sexual abuse, for example, or avoiding sharing inappropriate material online. RE will not involve explaining the detail of different forms of sexual activity.

Sex Education (Primary)

The school will only teach sex education in this phase as part of the science curriculum in year 5 and/or year 6. The content will align with the national science curriculum's content on conception and birth. The science curriculum covers related topics like external body parts, human growth (including puberty), and reproduction in plants/animals. The schools teaching of human reproduction in science, will be a factual description of conception. The school will consult parents on sex education content, including providing lesson content, offering support for home discussions and advising them of their right to withdraw their child.

Sex Education (SE): This is taught within the statutory Science curriculum (e.g., human reproduction) and, for secondary pupils, may include non-statutory content delivered in PSHE. It is this non-statutory SE content from which parents have the right to withdraw their child (see Section 4). The non-statutory SE content will be clearly identified in curriculum documentation shared with parents.

Parents' right to request withdrawal from sex education

In primary schools, head teachers must automatically grant a request for withdrawal from sex education, except for content taught in science. Parents cannot withdraw pupils from relationships and health education, or topics taught as part of the science curriculum, including those related to puberty or sexual reproduction. Relationships education focuses on forming positive relationships, acting with respect, and identifying risks/harms (e.g., preventing sexual abuse, avoiding inappropriate online sharing) without detailing sexual activity. Health education may include correct terms for body parts in primary, also without detailing sexual activity.

In secondary schools, withdrawal can be refused in exceptional circumstances, e.g. safeguarding concerns or if a pupil is considered vulnerable

Procedure: A formal written request must be submitted to the Headteacher. The Headteacher will discuss the request with the parents and consider the reasons. If the request is granted, the Headteacher will ensure the child receives appropriate alternative supervised education.

Right to Overrule: The Headteacher must grant the request up to and until three terms before the child turns 16, unless the Headteacher considers that there are exceptional circumstances. From the age of 16, if the pupil wishes to receive the non-statutory SE, they can override their parent's wish to withdraw them.

A pupil can choose to opt back into sex education from three terms before they turn 16, even if a parent requested withdrawal; schools must inform pupils of this option. If a pupil is withdrawn, the school must provide appropriate, purposeful alternative education.

Life Skills and RSHE Subject Content, Delivery, and Responsibility

The programme of study for the statutory areas of RSHE at Norfolk House School is outlined below. In delivering RSHE the school will use resources from the Jigsaw Scheme. Full schemes of work and content for lessons can be found at

RSHE/PSHE Parent Resources

Subject Area	Key Content Areas	When Taught	Responsibility	External Providers
Relationships Education (RE)	Families and people who care for me, caring friendships, respectful relationships, online relationships, and being safe. (e.g., safeguarding, sexual violence prevention)	Taught across all Key Stages as part of PSHE (Personal, Social, Health and Economic Education) and woven into other curriculum areas.	Class Teachers and the Head of PSHE.	The school may engage local community police officers or specialist safeguarding charities to deliver specific safety-focused sessions.

Health Education (HE)	Mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid, and changing adolescent body.	Primarily delivered in discrete PSHE lessons, Science, and PE curriculum time.	Class Teacher and specialist teachers (PE).	Trained first aid professionals may be utilised for specific health and first aid content.
Sex Education (SE)	Human reproduction, puberty and emotional health.	Taught as part of the Science curriculum (statutory)	Class Teachers & Head of Pastoral.	None. All teaching of non-statutory SE content will be delivered by school staff to ensure consistency with our ethos and values.

Safeguarding and RSHE

Within the curriculum design there are opportunities to teach safeguarding within the RSE and Health curriculum in accordance with KCSIE 2025 (para 130), which states: *Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment... These will be underpinned by the school/college's behaviour policy, the Equal Opportunities policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities).* **NB: If any safeguarding issues are raised during RSHE lessons, the school will refer to its Safeguarding policy**

Accessibility and Equality of Opportunity for Pupils

Classroom practice and pedagogy will take into account pupils' development, age, ability, readiness and cultural background, protected characteristics and pupils with SEND and will be adjusted accordingly to enable all students to access the learning.

The school is committed to ensuring all RSHE content is made accessible to all pupils, including those with Special Educational Needs or Disabilities (SEND), the school will act in line with its SEND policy ensuring

- **Differentiation:** Teaching staff will employ appropriate differentiation strategies to meet individual needs as identified in provision maps or Education, Health and Care (EHC) Plans.
- **Specialist Support:** Pupils who require it will be supported by teaching assistants or specialist staff. The content will be delivered in a safe and supportive environment, ensuring sensitive topics are handled with care and sensitivity appropriate to their developmental stage.

We will use PSHE and RSE education as a way to address diversity issues and to ensure equality for all by addressing contextual issues identified through our pastoral management system and wellbeing surveys. PSHE and RSE delivery is designed to comply with the Equality Act 2010. Provisions within the Equality Act allow the School to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics.

Relationships Education takes account of the faith of individual pupils whilst helping pupils from all backgrounds build positive and safe relationships and to thrive in modern Britain. When planning for teaching the religious background of pupils will be observed so that topics are appropriately handled.

The school recognises that due to the nature of RSHE content the pupils may be challenged personally, socially and emotionally, and the above adjustments will consider this factor in developing access plans for pupils with needs in these areas that may be part of the school care plans in addition to the SEN register.

Monitoring and Evaluation

The RSHE curriculum is monitored and evaluated to ensure it is effective, relevant, and compliant with current guidance.

- **Monitoring:** The Head of PSHE will conduct regular lesson observations, scrutinise planning, and review pupil work. Pupil and staff voice surveys will be used to gather feedback on the quality and impact of the provision.
- **Assessment:** the subject will not be subject to formal summative assessment, staff will incorporate a range of activities to establish the development of pupils knowledge and understanding of the topics covered through review and discussion at relevant points in units.
- **Evaluation:** The policy and curriculum will be formally evaluated by the Governing Body's Academic Committee on an annual basis. Key performance indicators will include pupil confidence in discussing relationships, knowledge of safety and wellbeing, and statutory compliance.

Openness and Access to Curriculum Materials

Schools will take steps to pro-actively engage parents and make sure they are aware of what is being taught in RSHE. Parents have the right to view the curriculum materials used in RE, HE, and SE to help them prepare their child for the lessons and reinforce learning at home.

The school will invite parents into school to discuss

- curriculum content
- the importance of RSHE for wellbeing and safety
- any concerns

- parents in managing conversations with their children about RSHE topics
 - parents views when developing and reviewing their RSE policies
- All of the above will be considered in the context of consultation with parents.

Materials

- **Access:** A comprehensive outline of the RSHE curriculum, including the specific topics taught in each year group is available [here](#).
- **Viewing:** Detailed lesson plans, slides, and resources used for the non-statutory SE content will be made available will be facilitated through scheduled viewing sessions or secure digital access. Where the school uses copyrighted resources this will not limit parents ability to view content.

Parents are not able to veto curriculum content, where the school will share content of copyrighted schemes it will note the authorship. Where schools share copyrighted scheme content with parents both parties are bound by copyright in that the materials cannot be copied or shared further.

Answering Questions (Primary and Withdrawn Pupils)

Teachers are trained to handle sensitive questions appropriately and to ensure the curriculum boundaries are maintained.

- **Primary School (SE Topics Not Covered):** If a primary pupil asks a question relating to sex education that is not part of the primary curriculum, the teacher will answer truthfully and accurately, but only with simple, age-appropriate information that is relevant to the question asked. The teacher will not introduce concepts that are not intended for the primary curriculum.
- **Pupils Withdrawn from SE:** If a pupil who has been withdrawn from non-statutory SE asks a related question, the teacher will follow the same principle as in primary school—answering truthfully but limiting the response to simple, factual, and age-appropriate information, ensuring the content of the withdrawn lesson is not delivered outside of the formal setting.

Life Skills and PSHE

The Life Skills programme at -- School is delivered through

- **our Life Skills programme**
- **Science**
- **Geography**
- **History**
- **RE**
- **Future Citizens (F4-6)**
- **Endeavour Programme (Rec - F6)**

Life skills will be used to deliver statutory curriculum content and non-statutory PSHE, this section of the policy addresses the statutory duty of -- School with regard to Fundamental British Values (FBV) and the Prevent Strategy, as well as the delivery of non-statutory PSHE.

PSHE is an important and necessary part of all pupils' education. Teachers have the flexibility to tailor their local PSHE programme to reflect the needs of their pupils and the values of the school. The PSHE programme will equip pupils with a sound understanding of risk and with the knowledge

and skills necessary to make safe and informed decisions. PSHE education will build, where appropriate, on the statutory content already outlined in the national curriculum for RSHE.

The following topic areas

- Financial Literacy
- Oracy and Advocacy, being an active citizen
- Character Education in line with the school values
- Climate Action and Sustainability
- Global Citizenship and Community Care
- Economics and Entrepreneurship
- AI as a force for good

Programme of Study (including statutory RSHE)

	Autumn 1 - Being Me in My World	Autumn 2 - Celebrating Differences	Spring 1 - Dreams and Goals	Spring 2 - Healthy Me	Summer 1 - Relationships	Summer 2 - Changing Me
Y1	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Y2	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Diversity Celebrating difference and remaining	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition

		friends				
Y3	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Y4	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Y5	Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Materials wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition

					rules	
Y6	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body-image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Programme of Study

Parents can access further details of the programme of study through the link to the folder above.

Policy Production, Approval, and Review

- **Production:** This policy has been drafted following consultation with parents, staff, pupils, and the Governing Body, ensuring it reflects the school's ethos, values, and the statutory requirements of the DfE guidance. Consultation sessions were held through the course of the Summer Term in 2026, all parents and staff were invited to attend feedback and content viewing sessions, as well as having the opportunity to contribute via email. Pupil consultation operated through the school council and within feedback sessions on the curriculum in Life Skills lessons.
- **Approval:** This policy was approved by the Directors of Norfolk House School
- **Review:** This policy will be formally reviewed and ratified by the Governing Body annually or sooner if there are significant changes to statutory guidance or school circumstances. .