



SPRINGWOOD PRIMARY SCHOOL

Relationships and Health Education Policy

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Rationale

At Springwood, the teaching of Personal, Social, Health education (PSHE) is a key component of the school curriculum, providing opportunities for pupils to develop vital life skills and independence, and is reflected in the school's ethos and values.

In addition, as of Spring 2021 all maintained primary schools must ensure that their curriculum covers key elements of Relationships Education and Health Education. This policy will outline how we provide the statutory elements of the Relationships Education and Health Education curriculum in a manner that is suitable for the learning needs of our school community.

This policy should be read in conjunction with:

- Springwood Primary School Curriculum Policy
- DFE Guidance – Relationships and Sex Education and Health Guidance 2019

This policy will be reviewed on an annual basis.

Statutory Requirements

Relationships Education and Health Education is compulsory for all primary schools and must be taught under section 34 of the [Children and Social work act 2017](#). At Springwood, Relationships Education and Health Education is encompassed within the delivery of PSHE as Relationships and Health Education (RHE).

As a primary school, we are not required to teach sex education but we teach elements of sex education as part of the science curriculum, where appropriate, and also teach pupils about developing healthy relationships.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

As of February 2019, the Secretary of State for Education has made the following statement:

“This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools.”

Policy Development

It is a requirement that all stakeholders are consulted during the development of this policy as appropriate. This was completed, as follows:

A focused coffee morning was held in spring 2019 to discuss the proposed changes to the curriculum. This event was open to all families and was attended by 2 of our parents.

This policy, in its draft form, was shared with all families and feedback welcomed (Autumn B 2020).

This policy, in its draft form, was shared with all teachers and feedback welcomed (Autumn B 2020).

This policy, in its draft form, was shared with the Governing Board and feedback welcomed. (Autumn B 2020).

Curriculum Overview

As with all elements of our curriculum, the content that we teach is clearly differentiated and made accessible to our pupils through a wide range of means. We aim to teach all the statutory elements required, however, this will be done in a way that is sensitive to the learning needs of our pupils.

The statutory elements of the RHE curriculum have been clearly integrated into our current PSHE Curriculum to ensure that pupils have a broad and balanced learning experience. Our curriculum ensures that pupils will learn about healthy and safe relationships, keeping themselves healthy and safe. In addition, we aim to develop pupils' independence and life skills, which are personalised to each child and form the basis of our curriculum provision.

Pupils working in our Developing Formal or Formal pathways will have discrete PSHE teaching, whereas those working in Semi-Formal and Pre-Formal will have integrated learning experiences as appropriate.

Our curriculum is designed to ensure that by the end of KS2 all pupils will have experience of learning about the following areas as appropriate:

Relationships Education

- Learning about different people in their lives and how the relationships with these people differ depending on who they are/what their role is;
- The complexities and rules within different relationships. How to be respectful within relationships and how to keep themselves safe;
- How to develop friendships and the importance of these;
- Setting boundaries and maintaining boundaries within different types of relationships and friendships;
- The scope of different relationships, e.g personal, friendship, online, families and how to keep safe within each of these;
- Safety within relationships (So Safe).

Health Education

- How to keep ourselves physically healthy through exercise, nutrition, health care;
- Learning about the impact of using unhealthy substances such as drugs, alcohol and tobacco;
- Developing understanding of feelings and emotions and learning how to express these appropriately, linking this with the importance of looking after our mental health and wellbeing;
- Understand how our bodies develop and change as we grow older;
- Experience learning some basic first aid.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: cared for children or young carers).

So Safe

One of the teaching programmes that we utilise as a school to support with safe relationships education is 'So Safe'. This is a programme of study that has been developed specifically for use with children with Special Educational Needs. It uses a set sequence of learning which is designed to support pupils to develop understanding about safe relationships, safe touch, levels of relationship and intimacy with different people and how to keep safe. It also develops understanding of feelings and emotions. Skills are built up and developed over time, in line with the pupils level of understanding in away that is meaningful to them.

At Springwood, each pupil will access the principles of the So Safe programme at a level that they are able to understand in order to develop their understanding of rules around social safety, appropriate levels of physical and intimacy with different categories of people and giving consent and saying 'No'. Each pupils' access to the materials will be commensurate with their level of need and understanding.

Further detailed information regarding the rolling programme of study and schemes of work can be found in Appendix 1.

The detailed breakdown of content regarding So Safe for each year group can be found in Appendix 2.

Online Safety and Internet Safety

Pupils in all classes will be supported to be safe whilst accessing online content in school. Any content which is accessed by pupils and for pupils in class is retrieved via the Senso platform. All pupils have access to Online Safety Learning at an appropriate level during our planned ICT Weeks.

Developing Formal and Informal classes will be taught Online and Internet Safety through E Aware lessons. This will cover:

- Who are our Friends Online;
- How to make a strong password;
- Positive Communications, how we should behave online;
- Private Information;
- Digital Footprints;
- Time Online;
- Photos – what happens to them when they are uploaded;
- Cyber bullying;
- Things are not always what they seem;
- Fake News;
- Self Image.

Roles and Responsibilities

Local Governing Board

It is the responsibility of the Local Governing Board to approve the school policy and approach to teaching RHE and to hold the Executive Head Teacher/ Senior Leadership Team accountable for its implementation.

Senior Leadership Team

It is the responsibility of the Senior Leadership Team to ensure:

- High quality, RHE teaching is happening across all curriculum pathways in a manner that is appropriate to the needs of the class;
- High quality resources are available to support curriculum delivery;
- All class teachers feel supported in teaching elements of the curriculum that they may find uncomfortable;
- Appropriate teaching methods, resources and appropriate terminology is being used throughout lessons.

Teachers

It is the responsibility of all teachers to ensure:

- They are following the correct scheme of work and pathway suited to the needs of their class group;
- They are covering all statutory aspects of the curriculum as set out by the DFE;
- They create a safe and secure learning environment for the teaching of RHE;
- They are using anatomically correct terminology.

What kind of language will be considered acceptable and appropriate for use in RHE lessons?

All staff will:

- Openly teach pupils what 'slang' words mean (where appropriate) and that some are offensive;
- Use inclusive language (such as partner instead of boyfriend/girlfriend);
- Use correct terminology as this is deemed good practice;
- Avoid the use of any slang.

It is good practice to use medically correct terms for parts of the body, for example, vagina or penis. Ofsted provides full support for this approach (2013) and have raised concerns that some schools are currently failing to teach this vocabulary because this leaves children unable to describe abusive behaviours.

The use of respectful language which challenges sexism, homophobia and other forms of prejudice can be established in RHE and will have benefits for the whole school community – both in and out of lessons.

Parents/Carers and Families

The role of parents/carers and families in the development of their child's understanding about relationships is vital. At Springwood, we aim to work closely with parents and carers when planning and delivering elements of the RHE curriculum, including consulting on changes and updates, as appropriate.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. In such cases, a member of SLT will deal with the request and, following a discussion, inform parents/carers of the outcome. Where pupils are withdrawn from elements of RSE this will be recorded on CPOMS. Parents and carers cannot withdraw their child from:

- relationships education
- health education
- national curriculum science

It is the responsibility of Parents and Families to ensure:

- They are supportive of the school in its endeavour to teach the statutory elements of the RHE curriculum;
- They have open dialogue with the class teacher to ask any questions, discuss any misconceptions regarding the content of the RHE curriculum;
- They support pupils at home with any questions they may have following teaching of the RHE curriculum.

Appendix 1 - PSHE/RHE Through the Curriculum Pathways

Year 1

KS1	<u>Pre Formal</u>	<u>Semi Formal</u>	<u>Developing Formal</u>	<u>Formal</u>
Autumn A	PSHE for Pre-formal pupils will not be taught as a discreet subject. It will be threaded through all aspects of the curriculum and focus on things such as: <ul style="list-style-type: none"> Choice Making Awareness of Self Expressing Emotions Interactions with Peers Interactions with Adults. 	Be aware of my ability (EQ)	Ourselves (EQ)	Ourselves (EQ)
Autumn B		Personalised PSHE Skills	Playing and learning together (EQ)	Playing and learning together (EQ)
Spring A		Moving my body	Food/Exercise/Healthy Choices (EQ)	Food/Exercise/Healthy Choices (EQ)
Spring B		Personalised PSHE Skills	Keeping Safe (So Safe)	Keeping Safe (So Safe)
Summer A		People who help us keep healthy	Life skills/Personalised PSHE	Life skills/Personalised PSHE
Summer B		Healthy Living Week/ Transition	Healthy Living Week/ Transition	Healthy Living Week/ Transition

Year 2

KS1	<u>Pre Formal</u>	<u>Semi Formal</u>	<u>Developing Formal</u>	<u>Formal</u>
Autumn A	PSHE for Pre-formal pupils will not be taught as a discreet subject. It will be threaded through all aspects of the curriculum and focus on things such as: <ul style="list-style-type: none"> Choice Making Awareness of Self Expressing Emotions Interactions with Peers Interactions with Adults. 	All about Me	What makes me special (EQ)	What makes me special (EQ)
Autumn B		Personalised PSHE Skills	Caring (EQ)	Caring (EQ)
Spring A		Keeping Safe (EQ)	Rights and Choices (EQ)	Rights and Choices (EQ)
Spring B		Personalised PSHE Skills	Keeping Safe (So Safe)	Keeping Safe (So Safe)
Summer A		What is good to eat?	Food/Exercise/Healthy Choices (EQ)	Food/Exercise/Healthy Choices (EQ)
Summer B		Healthy Living Week/ Transition	Healthy Living Week/ Transition	Healthy Living Week/ Transition

Year 1

KS2	Pre Formal	Semi Formal	Developing Formal	Formal
Autumn A	PSHE for Pre-formal pupils will not be taught as a discreet subject. It will be threaded through all aspects of the curriculum and focus on things such as: <ul style="list-style-type: none"> Choice Making Awareness of Self Expressing Emotions Interactions with Peers Interactions with Adults. 	My Family	People around me (EQ)	People around me (EQ)
Autumn B		Personalised PSHE Skills	Friends (EQ)	Friends (EQ)
Spring A		Looking after myself (Self care)	Keeping Safe (So Safe)	Keeping Safe (So Safe)
Spring B		Personalised PSHE Skills	Physical Health and Fitness	Physical Health and Fitness
Summer A		Healthy Eating	Healthy Eating	Healthy Eating
Summer B		Healthy Living Week/ Transition	Healthy Living Week/ Transition	Healthy Living Week/ Transition

Year 2

KS2	Pre Formal	Semi Formal	Developing Formal	Formal
Autumn A	PSHE for Pre-formal pupils will not be taught as a discreet subject. It will be threaded through all aspects of the curriculum and focus on things such as: <ul style="list-style-type: none"> Choice Making Awareness of Self Expressing Emotions Interactions with Peers Interactions with Adults. 	My Friends in class	Knowing Myself (EQ)	Knowing Myself (EQ)
Autumn B		Personalised PSHE Skills	Taking responsibility towards others (EQ)	Taking responsibility towards others (EQ)
Spring A		Playing and Learning Together (EQ)	Keeping Safe (So Safe) Medication and Drugs (EQ)	Keeping Safe (So Safe) Medication and Drugs (EQ)
Spring B		Personalised PSHE Skills	Keeping healthy – first aid Life Skills/Personalised PSHE	Keeping healthy – first aid Life Skills/Personalised PSHE
Summer A		My Body	Knowing how I am changing (EQ)	Knowing how I am changing (EQ)
Summer B		Healthy Living Week/ Transition	Healthy Living Week/ Transition	Healthy Living Week/ Transition

----- Relationships Elements
 ----- Health Education Elements
 ----- Personalised Learning

Appendix 2 - So Safe – Programme of Study

Developing Formal and Formal Classes

KS1 – Rolling Programme Year 1 (academic year, not class year)

Spring B	1A – Private and Public Parts of the Body 1B – Private and Public Places/ Private things (behaviours) 1C – Help and Help a Lot 1D – Private Helper
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KS1 – Rolling Programme Year 2 (academic year, not class year)

Spring B	Revisit 1A -1D as required 1F – Ok/Not Ok 1G - Consent
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KS2 (Y3 and Y4 Pupils) - Rolling Programme Year 1 (academic year, not class year)

Autumn B	Revisit aspects of 1A and 1G above as required and build on prior learning and understanding of these concepts.
Spring A	1H – Happy 1I – Sad/Hurt 1J - Scared

KS2 (Y3 and Y4 Pupils) Rolling Programme Year 2 (academic year, not class year)

Spring A	Revisit aspects of 1A -1J as required and build on prior learning and understanding of these concepts. IK – Helping Hand 1L – OK Helpers 1M – Using the Help Page.
Spring B	2A – Family 2B – Miss You 2C – Like and Like a Lot

KS2 (Y5 and Y6 Pupils) - Rolling Programme Year 1 (academic year, not class year)

Autumn B	2D – Hold Hands 2E – Hug 2F – Cuddle 2G – Cheek Kiss
Spring A	2I – Family Love 2J – Private Talk 2O – Special Hug 2P – Special Cheek Kiss

KS2 (Y5 and Y6 Pupils) Rolling Programme Year 2 (academic year, not class year)

Spring A	Revisit concepts from Previous Year's programme as and when required. 2K – Know Names 2L – Know/ Don't Know a lot about 2M – Community Worker 2N/Q – Community Worker I know/Don't Know
Spring B	3A – Friend 3B – Other People I Know 3C – Other people I don't Know 4A – Close Friend.