



# **SPRINGWOOD PRIMARY SCHOOL**

## **Relationships and Health Education Policy**

**Executive Head Teacher: Mrs. Jacqui Wennington**

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## Rationale

At Springwood Primary School, 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.”*

## 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 will have discrete PSHE teaching, appropriate to their needs and levels of understanding.

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 each pupil's level of understanding in a way 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.

## **Think Equal**

One of the teaching resources that we utilise as a school to support emotional literacy, and wellbeing is the 'Think Equal' programme. This programme is designed to promote social and emotional learning through carefully selected stories and activities that help pupils develop empathy, resilience, and self-awareness. The materials are adapted to meet the individual needs of our pupils, for example by presenting stories in a sensory format where appropriate. Books are linked to the overall theme of learning wherever possible. At Springwood, each pupil accesses the principles of Think Equal at a level suited to their understanding, enabling them to explore feelings, relationships, and positive behaviours in a structured and supportive way.

Further details of the linked texts and thematic connections can be found in Appendix 1.

## **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 Formal 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 the teaching of the RHE curriculum.

**Appendix 1 - PSHE/RHE Through the Curriculum Pathways**  
**Three Year Cycle**

**Cycle A (Think equals level 1)**

<b>KS1 - Cycle A</b>	<b>Pre- Formal</b>	<b>Semi-Formal</b>	<b>Developing Formal/Formal</b>
Tooth brushing throughout the year SEE SEPARATE PLANNINGS			
<b>Autumn A</b>	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"> <li>• Choice making</li> <li>• Awareness of self</li> <li>• Expressing Emotions</li> <li>• Interactions with Peers</li> <li>• Interactions with Adults</li> </ul>	All about me Think Equals book: Me, Myself & I	Ourselves Think Equals book: How We Feel
<b>Autumn B</b>			Ourselves Think Equals book: Rainbows in Windows
<b>Spring A</b>		Moving my body Think Equals book: Diego's Great Idea	Food/Exercise/Healthy Choices Think Equals book: I Have A Plan
<b>Spring B</b>			Food/Exercise/Healthy Choices Think Equals book: Amazing Daisy
<b>Summer A</b>		Life skills personalised PSHE – cleaning the environment Think Equals book: I Love My Planet	Life skills personalised PSHE Think Equals book: Head, Heart and Hands
<b>Summer B</b>		Healthy living week/ Transition Think Equals book: Home	Healthy Living Week/Transition Think Equals book: Wally the Wave

## Cycle B

KS1 - Cycle B	Pre- Formal	Semi-Formal	Developing Formal/Formal
Tooth brushing throughout the year SEE SEPARATE PLANNING			
<b>Autumn A</b>	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"> <li>• Choice making</li> <li>• Awareness of self</li> <li>• Expressing Emotions</li> <li>• Interactions with Peers</li> <li>• Interactions with Adults</li> </ul>	Be aware of my ability Think Equals book: Is there anyone like me?	Playing and learning together Think Equals book: The Tale of Baby Beetroot
<b>Autumn B</b>			Keeping Safe Think Equals book: Home
<b>Spring A</b>		People who keep us healthy Think Equals book: Mum loves me so much/Dad loves me so much	Food/Exercise/Healthy Choices Think Equals book: The Wall
<b>Spring B</b>			Rights and choices Think Equals book: The Wall
<b>Summer A</b>		Life skills personalised PSHE – eating and drinking	Life skills personalised PSHE Think Equals book: Sizwe's Smile
<b>Summer B</b>		Healthy living week/ Transition Think Equals book: Anjali's Kite	Healthy Living Week/Transition Think Equals book: My Voice

## Cycle C

KS1 - Cycle C	Pre- Formal	Semi-Formal	Developing Formal/Formal
Tooth brushing throughout the year SEE SEPARATE PLANNING			
<b>Autumn A</b>	PSHE for pre-formal pupils will not be taught as a discreet subject.	Keeping safe Think Equals book: A Time To Be Noisy	What makes me special Think Equals book: Lara the Yellow Ladybird
<b>Autumn B</b>			
<b>Spring A</b>	It will be threaded through all aspects of the curriculum and focus on things such as: <ul style="list-style-type: none"> <li>• Choice making</li> <li>• Awareness of self</li> <li>• Expressing Emotions</li> <li>• Interactions with Peers</li> <li>• Interactions with Adults</li> </ul>	What is good to eat? Think Equals book: Caring Animals	Food/Exercise/Healthy Choices Think Equal book: I have a plan
<b>Spring B</b>			Caring Think Equals book: Helping Hands
<b>Summer A</b>		Life skills personalised PSHE – dressing and undressing	Life skills personalised PSHE dressing and undressing Think Equal Book: Helping Hands
<b>Summer B</b>		Healthy living week/ Transition Think Equals book: Kitchi's Moccasins	Healthy Living Week/Transition Think Equals book: My Special Hair

## KS2 Cycle A Think equals level 2

KS2 - Cycle A	Pre- Formal	Semi-Formal	Developing Formal/Formal
<b>Autumn A</b>	PSHE for pre-formal pupils will not be taught as a discreet subject.	My family Think Equals book: Franciso's Family	People around me Think Equal Book: Faisal's not himself
<b>Autumn B</b>	It will be threaded through all aspects of the curriculum and focus on things such as: <ul style="list-style-type: none"> <li>• Choice making</li> <li>• Awareness of self</li> <li>• Expressing Emotions</li> <li>• Interactions with Peers</li> <li>• Interactions with Adults</li> </ul>		Friends Think Equals book: Nisha and the Tiger
<b>Spring A</b>			Healthy eating Think Equals book: Biyu the Brave Pea
<b>Spring B</b>			Physical Health and Fitness Think Equals book: Deji and Nnedi and the Very Large Cushion
<b>Summer A</b>		Life skills personalised PSHE – cleaning the environment Think Equals book: Our Home	Life Skills/Personalised PSHE Think Equals book: A Tiny Seed
<b>Summer B</b>		Healthy living week/ Transition Think Equals book: Reha to the Rescue	Healthy living week/ Transition Think Equals book: Zelda Goes on Holiday

## Cycle B

KS2 - Cycle B	Pre- Formal	Semi-Formal	Developing Formal/Formal
Autumn A	PSHE for pre-formal pupils will not be taught as a discreet subject.	Looking after myself Think Equals book: Ted the Tiger Tamer	Taking responsibility towards others Think Equals book: The Monster in the Smoke
Autumn B	It will be threaded through all aspects of the curriculum and focus on things such as: <ul style="list-style-type: none"> <li>• Choice making</li> <li>• Awareness of self</li> <li>• Expressing Emotions</li> <li>• Interactions with Peers</li> <li>• Interactions with Adults</li> </ul>	My body*** Think Equals book: Curly the Chameleon	Think Equals book: Sydney the Seahorse
Spring A			Healthy Eating Think Equals book: Thabo and the Trees
Spring B		Keeping healthy- Life skills personalised PSHE – eating and drinking	
Summer A		Life skills personalised PSHE – Hygiene Routines and Independence	Life Skills/Personalised PSHE Think Equals book: Passing Clouds
Summer B		Healthy living week/ Transition Think Equals book: Nothando's Journey	Healthy living week/ Transition Think Equals book: Goku's Game

## Cycle C

KS2 - Cycle C	Pre- Formal	Semi-Formal	Developing Formal/Formal
Autumn A	PSHE for pre-formal pupils will not be taught as a discreet subject.	My friends in class Think Equals book: Yoshi Is Different	Knowing myself Think Equals book: Marvellous Me
Autumn B			Think Equals book and planning: These Feelings
Spring A	It will be threaded through all aspects of the curriculum and focus on things such as: <ul style="list-style-type: none"> <li>• Choice making</li> <li>• Awareness of self</li> <li>• Expressing Emotions</li> <li>• Interactions with Peers</li> <li>• Interactions with Adults</li> </ul>	Playing and learning together Think Equals book: Faisal's Not Himself	First aid. Medication and Drugs
Spring B		Life skills personalised PSHE – dressing and undressing	Life Skills/Personalised PSHE- Hygiene and routines
Summer A			
Summer B		Healthy living week/ Transition Think Equals book: The Secret Adventures of Anonymouse	Healthy living week/ Transition Think Equals book: My Dream in the Drawer

## Appendix 2 - So Safe – Programme of Study

### Developing Formal and Formal Classes

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

<b>Spring B</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)

<b>Spring B</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)

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

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

<b>Spring A</b>	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.
<b>Spring B</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)

<b>Autumn B</b>	2D – Hold Hands 2E – Hug 2F – Cuddle 2G – Cheek Kiss
<b>Spring A</b>	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)

<b>Spring A</b>	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
<b>Spring B</b>	3A – Friend 3B – Other People I Know 3C – Other people I don't Know 4A – Close Friend