



Relationships Education, Relationships and Sex Education and Health Education Policy

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Policy Adopted by the Governing Body

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Sean Pond
Chair of Governors

Springwater School is a space of sanctuary, which recognises and values the diversity of our school community as a rich source which supports the learning of all. We are an inclusive setting and promote tolerance, understanding and equality for all regardless of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage, civil partnership and pregnancy or maternity.



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Introduction: Purpose and aims

Relationships, Relationships and Sex Education and Health Education are an important part of the curriculum, a significant aspect of the whole school safeguarding agenda and a vital learning opportunity in terms of students' personal development.

Relationships and Sex Education (RSE) refers to acquiring knowledge and developing skills and techniques, which aim to address relationships with friends, family, partners and strangers. It includes understanding a range of different family structures and sexualities, as well as students' own sexual development. This is reflective of the legislation in the 1996 Education Act and subsequent guidance, including respect for different lifestyles encouraging the pupils to respect diversity.

From September 2020: Relationships Education will be compulsory in all primary schools. RSE will be compulsory in all secondary schools. Health Education will be compulsory in all schools, except independent schools (it will be statutory in academies and free schools). We are an early adopter school and are beginning to implement these changes from September 2019.

The Relationships, Relationship and Sex Education and Health Education programme at Springwater School is taught as part of PSHE and aims to promote confidence, self-awareness and provide students with a holistic curriculum. In addition, it is likely that lots of the topics covered will also be explored in a cross curricular manner across teaching in other subject areas

Careful and thorough education around developing relationships and sexuality offer our students strategies and learning experiences, which may enable them to cope with the changes they will experience in their lives.

The aims of Relationships and Sex Education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

The aims of Health Education are to:

- Teach pupils the characteristics of good physical health and mental wellbeing



- Enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience
- Support pupils to make well-informed, positive choices for themselves
- Equip pupils with the skills to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid. This teaching will avoid the notion of 'victim blaming'.
- Teach the benefits of hobbies, interests and participation in their own communities



Policy detail

Relationships Education, Relationships and Sex Education and Health Education are delivered by teachers and Higher Level Teaching Assistants, as part of departmental, timetabled sessions. All students are taught in a weekly session, in addition to the daily opportunities that arise during social opportunities and when assisting the development of peer relationships. Assembly topics and special events may also feature this curriculum content

Each year students will explore a range of topics appropriate to their age and stage of development. This may include:

- Knowing Me: body awareness including gender, body parts and appropriate terminology. Consent will be emphasised and explored in a range of contexts from infancy
- My Family: relationships, different family structures, different sexualities
- Changes: puberty, physical development (including menstruation) and how to seek help to cope with changes
- Public and private: toilets out of the home environment, personal care, masturbation,
- Reproduction: how and why humans reproduce
- Safe relationships: including safe sex, sexually transmitted diseases, recognising unsafe relationships, consent and how to seek help. How to recognise and report abuse, including emotional, physical and sexual abuse.
- How to take turns, and how to treat others with kindness, consideration and respect.
- The importance of honesty, permission seeking and giving, and the concept of personal privacy.
- Personal space and boundaries, showing respect, and understanding the differences between appropriate and inappropriate contact.
- Online safety and appropriate behaviour online.
- Developing personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.
- Positive emotional and mental wellbeing, including how friendships can support mental wellbeing.
- What healthy friendships, working relationships, intimate relationships and other committed relationships look like.
- How healthy relationships can benefit mental wellbeing and self-respect.
- Developing resilience and character in pupils.
- How to identify when relationships are unhealthy.
- Contraception, developing intimate relationships, resisting, and not applying, pressure to have sex.



- Facts and the law about sex, sexuality, sexual health and gender identity.
- The law relating to sex, including the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.
- Grooming, sexual exploitation and domestic abuse.
- Female Genital Mutilation – including the physical and emotional damage it can cause, and how to access support.
- Rules and principles for keeping safe online.
- How data is generated, collected, shared and used online.

Primary: The national curriculum for science includes subject content in areas such as, the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals (including humans).

LGBT content is taught alongside all information about heterosexual relationships and is fully integrated, as well as celebrated at Pride based events. This demonstrates our commitment to the Equality Act of 2010 and our desire to reflect our community and the wider world.

All pupils may ask teachers questions pertaining to sex or sexuality which go beyond statutory guidance. Given the ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. Therefore, managing 'difficult' questions will be referred to the coordinator and Head Teacher and will be considered and responded to on an individual basis.

Physical Health and Mental Wellbeing

Each year students will explore a range of topics appropriate to their age and stage of development.

Teaching at primary level may include:

- The importance of daily exercise, good nutrition and sufficient sleep.
- The steps pupils can take to protect their own and others' health and wellbeing – this includes teaching simple self-care techniques, personal hygiene, how to prevent health and wellbeing problems, and basic first aid.
- The relationship between good physical health and good mental wellbeing – including the benefits exercise and spending time outdoors can have on mental wellbeing.
- The benefits of hobbies, interests and participation in communities.
- The benefits of rationing the time spent online and the risks of excessive use of electronic devices.
- Issues relating to isolation, loneliness, unhappiness and bullying, and the negative impact of poor health and wellbeing.



- Why social media, computer games and online gaming have age restrictions, and how to manage common online difficulties – this should be covered later in primary schools.

Teaching at secondary level may include:

- The impact of puberty on pupils' health and wellbeing.
- The steps pupils can take to support their own health and wellbeing.
- The benefits of sufficient sleep, good nutrition and strategies for building resilience.
- How outward facing activities, especially those with a service focus (e.g. volunteering), are beneficial for wellbeing.
- Signs of loneliness and isolation.
- Factual information about the prevalence and characteristics of more serious mental and physical health conditions, drugs and alcohol, and information about effective interventions.
- Eating disorders – qualified support should be sought if schools choose to cover this.
- The impact of time spent online, the positive aspects of online support and how to negotiate social media, online forums and gaming.
- How pupils can judge when they, or someone they know, needs support and when to seek help.

Puberty and menstruation should be covered at primary and secondary level – where possible, these subjects should be addressed before onset.

We believe that Relationships, Relationships and Sex Education and Health Education should be relevant to all pupils and should be accessible and differentiated to their individual Special Educational Needs and Disabilities.

This policy has been produced following parent and carer consultation events, as well as staff training from within school and from Barnardo's. It will be reviewed on an annual basis by the PSHE coordinator and school governors. Schools are required to comply with the relevant requirements of the Equality Act 2010. Schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation. Springwater School is alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated and any occurrences are identified and tackled.



Parental Role and Rights

The important lessons parents and carers teach their child about healthy relationships, looking after themselves and staying safe, are respected and valued. Teaching at Springwater School will complement and reinforce the lessons parents and carers teach their children as they grow up.

We aim to consult with parents annually on our policies on Relationships, Sex and Health Education.

Rights to Withdraw

Primary: All primary pupils will receive Relationships Education because it is important that all children receive this content. Parents do not have a right to withdraw their children from Relationships Education or the aspects of the science curriculum, which include content on human development, including reproduction. We propose that these science aspects will be covered as part of Relationships Education in a gentle, age appropriate and supportive way. However, should parents wish to withdraw their child from these cross curricular lessons, we are able to offer separate science and Relationships sessions.

Secondary: Parents cannot withdraw their children from Health Education or the Relationships element of Relationships and Sex Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe. Should parents wish to withdraw their child, they can contact the head teacher, who will consider the request and discuss it with them, and grant it in all but exceptional circumstances, up until three school terms before the child turns 16. At this age, the child can choose to receive this teaching, unless there are exceptional circumstances.



Additional information to support the policy

DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'

DfE (2019) 'Relationships Education, Relationships and Sex Education, and Health Education in England: Government consultation response', p.23

DfE (2019) 'All pupils will be taught about mental and physical wellbeing'
<<https://www.gov.uk/government/news/all-pupils-will-be-taught-about-mental-and-physical-wellbeing>> [Accessed: 26 February 2019]

DfE (2019) 'Relationships education, relationships and sex education (RSE) and health education: FAQs' <<https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs?>> [Accessed: 8 April 2019]



Policy definitions

- Springwater, We, Us - Refers to Springwater School staff; the policy author
- Colleague(s) - Refers to colleagues directly in the employ of Springwater School

Policy reviewer - The Governing Body of Springwater School

Policy review schedule

Review Schedule (years)	
Next Review Date	Click or tap to enter a date.