



Personal, Social, Health and Economic Education, Relationships Education, Relationships and Sex Education and Health Education Policy

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Policy Adopted by the Governing Body

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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.

What is included in this policy

Introduction: Purpose and aims

Policy detail

Additional information to support the policy

Policy definitions

Policy Reviewer

Policy review schedule



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 will include:

Primary pre-formal/semi-formal 3-year curriculum overview (PSHE)

Must be covered by the end of Primary (from DfE guidance)

Annually (from DfE guidance)

Activities from PSHE/RSHE coordinator

Year 1 – Term 1	Year 1 – Term 2	Year 1 – Term 3
<p>Why do you love me so much? PSED: Self-confidence and self-awareness</p> <ul style="list-style-type: none"> Friendship stops – Enjoys responsibility of carrying out small tasks. Can describe self in positive terms and talk about abilities. <p>PSED: Managing Feelings and Behaviour</p> <ul style="list-style-type: none"> My feelings – Can express their own feelings such as sad, happy, cross, scared, worried. Aware that some actions can hurt or harm others. Aware of own feelings, and knows that some actions and words can hurt others' feelings. <p>NSPCC Pants work- link to 'My Body What I say Goes book.</p> <p>Being safe</p> <ul style="list-style-type: none"> about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. how to recognise and report feelings of being unsafe or feeling bad about any adult. 	<p>Can we explore it? PSED: self-confidence and self-awareness</p> <ul style="list-style-type: none"> Favourite places – Expresses own preferences and interests. Enjoys responsibility of carrying out small tasks. Confident to speak to others about own needs, wants, interests and opinions. <p>PSED: Making relationships</p> <ul style="list-style-type: none"> Holes- sharing resources for threading activities. Interested in others' play and starting to join in. Seeks out others to share experiences. Can play in a group, extending and elaborating play ideas. Takes steps to resolve conflicts with other children. Let's go camping – set up a role play campsite Interested in others' play and starting to join in. Seeks out others to share experiences. Can play in a group, extending and elaborating play ideas. Initiates play, offering cues to peers to join them. Initiates conversations, attends to and takes account of what others say. <p>Different Types of Family during LGBT+ History Month liked to 'And Tango Makes Three' story (links to topic via penguins)</p>	<p>How many pebbles on the beach? PSED: Self-confidence and Self-awareness</p> <ul style="list-style-type: none"> Shell mosaics – salt dough with shells- Expresses own preferences and interests. Can select and use activities and resources with help. Confident to speak to others about own needs, wants, interests and opinions. <p>Mental wellbeing: Mindfulness on the beach- breathing exercises with wave sounds PSED: Managing feelings and behaviour- painting pebbles to represent emotions.</p> <p>Health and prevention</p> <ul style="list-style-type: none"> about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

<ul style="list-style-type: none"> • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. <p>Families and people who care for me</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. <p>RESTART A HEART OCTOBER Basic first aid</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p>Economic Wellbeing: Money-linked to exploring the local community (shops, cafes, bus etc)</p> <ul style="list-style-type: none"> • what money is; forms that money comes in; that money comes from different sources • that people make different choices about how to save and spend money • about the difference between needs and wants; that sometimes people may not always be able to have the things they want • that money needs to be looked after; different ways of doing this <p>Economic wellbeing: Aspirations, work and career</p> <ul style="list-style-type: none"> • that everyone has different strengths • that jobs help people to earn money to pay for things • different jobs that people they know or people who work in the community do <p>about some of the strengths and interests someone might need to do different jobs</p> <p>Changing adolescent body</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle. 	
<p>Year 2 – Term 1</p>	<p>Year 2 – Term 2</p>	<p>Year 2 – Term 3</p>
<p>Why do leaves go crispy? PSED: Self-confidence and self-awareness</p> <ul style="list-style-type: none"> • Autumn threads – Can select and use activities and resources with help. Shows confidence in asking adults for help. Can describe self in positive terms and talk about abilities. <p>PSED: Making relationships</p> <ul style="list-style-type: none"> • Teamwork – working together to tidy outdoor space. Interested in others' play and starting to join in. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. Initiates conversations, attends to and takes account of what others say. 	<p>What is a shadow? PSED: Self-confidence and self-awareness</p> <ul style="list-style-type: none"> • Kipper's monster – story about being afraid of the dark- Can express their own feelings such as sad, happy, cross, scared, worried. Aware of own feelings, and knows that some actions and words can hurt others' feelings. <p>Sleep hygiene activities- have a pajama day- talk about routines that enable a good night's sleep. Role play bed in home corner.</p> <p>Mental wellbeing</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, 	<p>Why can't I have chocolate for breakfast? PSED: Self-confidence and self-awareness</p> <ul style="list-style-type: none"> • Breakfast – making and choosing breakfast as a memorable experience- visiting a café. Confident to speak to others about own needs, wants, interests and opinions. Expresses own preferences and interests. Can select and use activities and resources with help. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Shows confidence in asking adults for help. • Super sandwiches – deconstructing a range of

<p>Forest School Activities link to Mental Wellbeing and Eco Schools</p> <p>Shared Responsibilities</p> <ul style="list-style-type: none"> • about what rules are, why they are needed, and why different rules are needed for different situations • how people and other living things have different needs; about the responsibilities of caring for them • about things they can do to help look after their environment <p>RESTART A HEART OCTOBER</p> <p>Basic first aid</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p>anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <ul style="list-style-type: none"> • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support, including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). <p>Changing adolescent body</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle. 	<p>sandwiches- Expresses own preferences and interests. Can select and use activities and resources with help. Confident to speak to others about own needs, wants, interests and opinions.</p> <ul style="list-style-type: none"> • Love Monster's chocolates <p>Work on choices- link to 'I like Bees, I don't like Honey' book.</p> <p>Healthy eating</p> <ul style="list-style-type: none"> • what constitutes a healthy diet • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). <p>Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
<p>Year 3 – Term 1</p>	<p>Year 3 – Term 2</p>	<p>Year 3 – Term 3</p>
<p>How high can I jump?</p> <p>PSED: Self-confidence and self-awareness</p> <ul style="list-style-type: none"> • The sports day – Separates from main carer with support and encouragement from a familiar adult. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to speak to others about own needs, wants, interests and opinions. <p>PSED: Making relationships</p> <p>Teamwork – Seeks out others to share experiences. Demonstrates friendly behaviour, initiating</p>	<p>How many colours in the rainbow?</p> <p>PSED: Self-confidence and Self-awareness</p> <ul style="list-style-type: none"> • Rainbow bunting – Expresses own preferences and interests. Enjoys responsibility of carrying out small tasks. Confident to speak to others about own needs, wants, interests and opinions. <p>PSED: Making relationships</p> <ul style="list-style-type: none"> • Bear sees colours – co-operative colour hunt. Seeks out others to share experiences. Demonstrates friendly behaviour, initiating 	<p>Why is water wet?</p> <p>PSED: Self-Confidence and Self-awareness</p> <ul style="list-style-type: none"> • Sing-a-long – with parents and carers Separates from main carer with support and encouragement from a familiar adult. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to speak to others about own needs, wants, interests and opinions. <p>PSED: Managing feelings and behaviour</p>

<p>conversations and forming good relationships with peers and familiar adults. Initiates conversations, attends to and takes account of what others say</p> <p>Body part labelling using skeleton- draw round pupils bodies using wallpaper- use anatomically correct terms for genitalia.</p> <p>Physical health and fitness</p> <ul style="list-style-type: none"> the characteristics and mental and physical benefits of an active lifestyle. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. the risks associated with an inactive lifestyle (including obesity). how and when to seek support including which adults to speak to in school if they are worried about their health. <p>RESTART A HEART OCTOBER</p> <p>Basic first aid</p> <ul style="list-style-type: none"> how to make a clear and efficient call to emergency services if necessary. concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p>conversations and forming good relationships with peers and familiar adults. Initiates conversations, attends to and takes account of what others say.</p> <p>LGBTQIA+ work using rainbow flag- link to 'This Day in June' book and have a rainbow parade. Work on identities, protected characteristics and rights.</p> <p>Inside Out film- emotions and colours work</p> <p>Communities</p> <ul style="list-style-type: none"> about the different groups they belong to about the different roles and responsibilities people have in their community to recognise the ways they are the same as, and different to, other people <p>Changing adolescent body</p> <ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. about menstrual wellbeing including the key facts about the menstrual cycle. 	<ul style="list-style-type: none"> Rainy day play – splashing in water. Seeks out others to share experiences. Initiates play, offering cues to peers to join them. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. Initiates conversations, attends to and takes account of what others say.
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For overview of activities see: Cornerstones – Intent – Intended coverage. Select area of learning and year group.
For detail of activities see: Intent – Curriculum designer – Projects. Select project then View lessons and resources.
Group activities by subject.

Internet based work to link with computing and be delivered alongside this

<p>Media Literacy and Digital Resilience</p> <ul style="list-style-type: none"> about how the internet and digital devices can be used safely to find things out and to communicate with others about the role of the internet in everyday life 	<p>Internet safety and harms</p> <ul style="list-style-type: none"> that for most people the internet is an integral part of life and has many benefits. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. why social media, some computer games and online gaming, for example, are age restricted. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. where and how to report concerns and get support with issues online. 	<p>Online relationships</p> <ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
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Return to School Curriculum at the start of each year, to cover:

<p>Caring friendships</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. 	<p>Respectful relationships</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • the importance of permission-seeking and giving in relationships with friends, peers and adults. 	<p>Mental wellbeing</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support, including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 	<p>Shared Responsibilities</p> <ul style="list-style-type: none"> • about what rules are, why they are needed, and why different rules are needed for different situations • how people and other living things have different needs; about the responsibilities of caring for them • about things they can do to help look after their environment <p>Communities</p> <ul style="list-style-type: none"> • about the different groups they belong to • about the different roles and responsibilities people have in their community • to recognise the ways they are the same as, and different to, other people
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Secondary pre-formal/semi-formal 3-year curriculum plan (PSHE)

Must be covered by the end of Secondary (from DfE guidance)

Annually (from DfE guidance)

Activities from PSHE/RSHE coordinator

Year 1 – Term 1	Year 1 – Term 2	Year 1 – Term 3
<p>Do you want to be friends? PSED: Making relationships</p> <ul style="list-style-type: none"> Friendship Scenarios: Memorable experience of walking round the school introducing yourself. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. Initiates conversations, attends to and takes account of what others say. Form positive relationships with adults. Jigsaw partners: choosing a friend to complete a jigsaw with. initiates play, offering cues to peers to join them. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. initiates conversations, attends to and takes account of what others say. Play cooperatively. Resolve minor disagreements through listening to each other to come up with a fair solution. Find a friend: friendship bus stop style activity. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. Play cooperatively. Show sensitivity to others needs and feelings. Teamwork- team building activities can play in a group, extending and elaborating play ideas. Takes steps to resolve conflicts with other children. Play cooperatively. Play group games with rules. <p>Self confidence and self awareness</p> <ul style="list-style-type: none"> What's Your Job? Classroom responsibilities. Enjoys responsibility of carrying out small tasks. Can describe self in positive terms and talk about abilities. Choose the resources they need for their chosen activities. Talk about the things they enjoy, and are good at, 	<p>Can I switch it on? Self confidence and self awareness</p> <ul style="list-style-type: none"> Like and Dislike: Taking photographs of things they like in the environment. Confident to talk to other children when playing, and will communicate freely about own home and community. Confident to speak to others about own needs, wants, interests and opinions. Talk about their ideas. Be confident speaking to a class group. Could link to 'I Like Bees, I Don't Like Honey' by Sam Bishop Computer Experts: community responsibility of turning on equipment each day. Enjoys responsibility of carrying out small tasks. Can describe self in positive terms and talk about abilities. Say when they need help. Be resourceful in finding support when they need help or information. <p>Managing feelings and behaviour</p> <ul style="list-style-type: none"> Photocopying Fun: Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Aware of the boundaries set, and of behavioural expectations in the setting. Adjust their behaviour to different situations. Stop and think before acting and wait for things they want. <p>Online and media</p> <ul style="list-style-type: none"> their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. not to provide material to others that they would not want shared further and not to share personal material which is sent to them. what to do and where to get support to report material or manage issues online. <p>Internet safety and harms</p> <ul style="list-style-type: none"> the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online 	<p>Who lives in a rock pool? Making relationships</p> <ul style="list-style-type: none"> The Seashore shop- shop role-play Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. Initiates conversations, attends to and takes account of what others say. Play cooperatively. Look What We Made- link to rockpool in a jar activity- sharing with parents/carers Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. Initiates conversations, attends to and takes account of what others say. Form positive relationships with adults. <p>Self confidence and self awareness</p> <ul style="list-style-type: none"> Helping Hands classroom jobs: Enjoys responsibility of carrying out small tasks. Confident to speak to others about own needs, wants, interests and opinions. Try new activities with confidence. <p>Managing feelings and behaviour Can you find the Starfish? Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Understand and follow rules.</p> <p>Link to Eco Schools and environmental responsibilities Greta and the Giants by Zoe Tucker or Tidy! By Emily Gravett.</p> <p>Shared Responsibilities</p> <ul style="list-style-type: none"> to recognise reasons for rules and laws; consequences of not adhering to rules and laws to recognise there are human rights, that are there to protect everyone about the relationship between rights and responsibilities the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how

<p>and about the things they do not find easy.</p> <p>Managing Feelings and Behaviour</p> <ul style="list-style-type: none"> • Enemy Pie Aware of own feelings, and knows that some actions and words can hurt others' feelings. Understands that own actions affect other people. Talk about others' behaviour and its consequences. Know some ways to manage their feelings and are beginning to use these to maintain control. <p>Respectful relationships, including friendships</p> <ul style="list-style-type: none"> • the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal. <p>'My Body! What I Say Goes!' by Jayneen Sanders book helps to structure sessions around respectful relationships. NSPCC Pants resources are also worth revisiting.</p> <p>Basic first aid RESTART A HEART WEEK</p> <ul style="list-style-type: none"> • basic treatment for common injuries. • life-saving skills, including how to administer CPR 	<p>(including through setting unrealistic expectations for body image)</p> <p>Media Literacy and Digital Resilience</p> <ul style="list-style-type: none"> • recognise ways in which the internet and social media can be used both positively and negatively • recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images <p>Changing adolescent body</p> <ul style="list-style-type: none"> • key facts about puberty, the changing adolescent body and menstrual wellbeing. • the main changes which take place in males and females, and the implications for emotional and physical health. 	<p>to show care and concern for others</p> <ul style="list-style-type: none"> • ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) • Economic Wellbeing: Money <ul style="list-style-type: none"> • about the different ways to pay for things and the choices people have about this • to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' • that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) • to recognise that people make spending decisions based on priorities, needs and wants • different ways to keep track of money • about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe. • to identify the ways that money can impact on people's feelings and emotions <p>'It's a No Money Day' by Kate Milner is a useful book for talking about how money can impact on life</p>
<p>Year 2 – Term 1</p>	<p>Year 2 – Term 2</p>	<p>Year 2 – Term 3</p>
<p>What's that sound? Managing feelings and behaviour</p>	<p>What happens when I fall asleep? Making relationships</p>	<p>Are carrots orange? Making relationships</p>

<ul style="list-style-type: none"> • Being Loud. Story and discussion about how we are affected by loud sounds. Aware of own feelings, and knows that some actions and words can hurt others' feelings. View progression. Understands that own actions affect other people. Talk about others' behaviour and its consequences. • Feeling Musical. Listening to music together. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. Initiates conversations, attends to and takes account of what others say. Listen to others' ideas. Understand someone else's point of view can be different from theirs. • Pass the Message. Whispering around a circle. Keeps play going by responding to what others are saying or doing. Initiates conversations, attends to and takes account of what others say. Play cooperatively. Play group games with rules. <p>Basic first aid RESTART A HEART WEEK</p> <ul style="list-style-type: none"> • basic treatment for common injuries. • life-saving skills, including how to administer CPR 	<ul style="list-style-type: none"> • It's a Small World! Vehicle small world play in the dark with torches. Keeps play going by responding to what others are saying or doing. Initiates conversations, attends to and takes account of what others say. Play cooperatively. Understand someone else's point of view can be different from theirs. <p>Self confidence and self awareness</p> <ul style="list-style-type: none"> • Superstars completing tasks to become a superstar Enjoys responsibility of carrying out small tasks. Confident to speak to others about own needs, wants, interests and opinions. <p>Managing feelings and behaviour</p> <p>Owl Babies- read owl babies and talk about how the owls are feeling. Aware of own feelings, and knows that some actions and words can hurt others' feelings. Talk about how they show feelings. Know some ways to manage their feelings and are beginning to use these to maintain control.</p> <p>Health and prevention</p> <ul style="list-style-type: none"> • about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • (late secondary) the benefits of regular self-examination and screening. • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. <p>Changing adolescent body</p> <ul style="list-style-type: none"> • key facts about puberty, the changing adolescent body and menstrual wellbeing. • the main changes which take place in males and females, and the implications for emotional and physical health. 	<ul style="list-style-type: none"> • Food Hunt- pictures of different coloured foods hidden in the environment Keeps play going by responding to what others are saying or doing. Initiates conversations, attends to and takes account of what others say. Listen to others' ideas. Resolve minor disagreements through listening to each other to come up with a fair solution. <p>Self confidence and self awareness</p> <ul style="list-style-type: none"> • Breakfast- work on healthy breakfast choices, Can select and use activities and resources with help. Confident to speak to others about own needs, wants, interests and opinions. Choose the resources they need for their chosen activities. <p>Managing feelings and behaviour</p> <ul style="list-style-type: none"> • Let's Work Together- collaborative salad making. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Beginning to be able to negotiate and solve problems without aggression. Work as part of a group. Listen to each other's suggestions and plan how to achieve an outcome without adult help. <p>Physical health and fitness</p> <ul style="list-style-type: none"> • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. <p>Healthy eating</p> <ul style="list-style-type: none"> • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer. <p>Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> • the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. • the law relating to the supply and possession of illegal substances.
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		<ul style="list-style-type: none"> the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
Year 3 – Term 1	Year 3 – Term 2	Year 3 – Term 3
<p>Are we there yet? Making relationships</p> <ul style="list-style-type: none"> Where shall we go? Shared activity of choosing a trip from travel brochures Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. Initiates conversations, attends to and takes account of what others say. Listen to others' ideas. Understand someone else's point of view can be different from theirs. <p>Self confidence and self awareness</p> <ul style="list-style-type: none"> Bike Wash- outdoor bike washing station Welcomes and values praise for what they have done. Can describe self in positive terms and talk about abilities. Choose the resources they need for their chosen activities. Talk about the things they enjoy, and are good at, and about the things they do not find easy. <p>Managing feelings and behaviour</p> <ul style="list-style-type: none"> Naughty Bus- book and sensory activities Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Beginning to be able to negotiate and solve problems without aggression. Work as part of a group. Stop and think before acting and wait for things they want. <p>Families</p> <ul style="list-style-type: none"> that there are different types of committed, stable relationships. how these relationships might contribute to human happiness and their importance for bringing up children. the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. 	<p>What is a reflection? Making relationships</p> <ul style="list-style-type: none"> Self confidence and self awareness Managing feelings and behaviour <p>Communities</p> <ul style="list-style-type: none"> about the different groups that make up their community; what living in a community means to value the different contributions that people and groups make to the community about diversity; what it means; the benefits of living in a diverse community; about valuing diversity within communities about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced <p>Link to LGBT history month- have a rainbow parade read 'This Day in June' / 'The Girl with Two Dads'</p> <p>Changing adolescent body</p> <ul style="list-style-type: none"> key facts about puberty, the changing adolescent body and menstrual wellbeing. the main changes which take place in males and females, and the implications for emotional and physical health. 	<p>What can you see in summer? Making relationships</p> <ul style="list-style-type: none"> Play Dough Partners- garden themed playdough in pairs Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. Initiates conversations, attends to and takes account of what others say. Play cooperatively. Understand someone else's point of view can be different from theirs. <p>Self confidence and self awareness</p> <ul style="list-style-type: none"> Little Box of Sunshine- Bucket time style activity with summery items. Confident to speak to others about own needs, wants, interests and opinions. Talk about their ideas. Be confident speaking to a class group. Favourite Things- identifying favourite things about summer. Confident to speak to others about own needs, wants, interests and opinions. Say why they like some activities more than others. Be confident speaking to a class group <p>Managing feelings and behaviour</p> <ul style="list-style-type: none"> Sandy Castles – sandcastle building competition Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Beginning to be able to negotiate and solve problems without aggression. Work as part of a group. Stop and think before acting and wait for things they want. <p>Mental wellbeing</p> <ul style="list-style-type: none"> how to talk about their emotions accurately and sensitively, using appropriate vocabulary. that happiness is linked to being connected to others.

<ul style="list-style-type: none"> • how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed. <p>Basic first aid RESTART A HEART WEEK</p> <ul style="list-style-type: none"> • basic treatment for common injuries. • life-saving skills, including how to administer CPR 		<ul style="list-style-type: none"> • how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
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Every year time must be set aside to work on intimate and sexual relationships and being safe, it seems sensible for this to be at a time to suit the specific group and is likely to exist separately to the main curriculum content. This must also include work on public and private activities, including masturbation. This content can be delivered in small groups or on a 1:1 basis if this is beneficial. This needs to be a series of sessions (not a stand-alone session). Books such as 'Things Tom Likes' and 'Things Ellie Likes' by Kate E. Reynolds are helpful for teaching about masturbation. 'Making a Baby' by Rachel Greener covers a large part of the content required and is a useful tool to plan a series of lessons.

<p>Intimate and sexual relationships, including sexual health</p> <ul style="list-style-type: none"> • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • that they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices, efficacy and options available. • the facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • how the use of alcohol and drugs can lead to risky sexual behaviour. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment 	<p>Being safe</p> <ul style="list-style-type: none"> • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
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During the Return to School Curriculum time, each year, Secondary pupils should work on Growth Mindset, Mental Wellbeing and goal setting linked to their personal aspirations and EHCP targets. This work will allow the economic wellbeing aspects of the curriculum to be covered and will also enable young people to think about what they want to work towards over the course of the year.

<p>Economic wellbeing: Aspirations, work and career</p> <ul style="list-style-type: none"> • to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes • that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life • about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) • that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid • about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation • to identify the kind of job that they might like to do when they are older • to recognise a variety of routes into careers (e.g. college, apprenticeship, university) 	
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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 - Policy Author and approved by the Governing Body of Springwater School

Policy review schedule

Review Schedule (years)	3
Next Review Date	22/03/25

Policy Category – B

Policy Type - Curriculum