

Relationships and Sex Education Policy

Date: July 2026

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Member(s) of staff Responsible: PSHE Lead

Relationship and Sex Education and the school ethos

Relationship and Sex Education (RSE) is an important element of the Personal, Social and Health Education (PSHE) curriculum at Springhead School. We believe that learning about their own sexual development, together with an awareness of their relationships with others, can greatly enhance pupils' ability to lead their lives competently and with fulfilment.

We also expect other learning outcomes to be enhanced by the increased self-esteem and confidence which a good relationship and sex education programme can bring about.

Throughout everything we do at Springhead School, we make a commitment to developing learning and relationships through encouraging autonomy and the taking of responsibility.

The values of our Relationship and Sex education programme

- We believe that each of us should feel valued and of worth to others. Our students, with a variety of learning needs and from a range of backgrounds, need to experience positive self - esteem. They can then be encouraged to develop the skills to form loving and caring relationships during their lives. Our aim is to give our pupils the skills to conduct such relationships with dignity and assertiveness and to avoid being exploited.
- Young people, whatever their developing sexuality, need to feel that relationship and sex education is relevant to them and sensitive to their needs.

Our aims for Relationships and Sex education

- To provide a climate in which sensitive discussions and learning opportunities can take place
- to clarify / reinforce the knowledge students have already acquired
- to provide knowledge and information to develop learning further
- to deliver a curriculum that is both age and developmentally appropriate
- to raise self - esteem and confidence, especially in relationships with others
- to help students to understand their sexual development and identity
- to develop skills (language, decision making, choice, assertiveness) which are necessary in a range of situations
- to promote acceptable and appropriate behaviour in public and private situations
- to enable pupils to practice strategies which reduce the risk of exploitation, misunderstanding and abuse
- to support access to information and facilities
- to prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene

Our objectives for Relationships and Sex education

Initially:

- to learn an appropriate vocabulary for body parts
- to develop the concept of a variety of family units
- to develop the concept of what it means to have a particular peer friend
- to co-operate and work with health care agencies such as the doctor / school nurse etc.
- to develop sensible attitudes towards body functions
- to build an awareness of self and others

Subsequently:

- to develop the ability to give and receive affection in an appropriate manner and at an appropriate time
- to develop the ability to express and control emotions
- to show respect for other people
- to develop an understanding of respect for their own body.
- to communicate 'no' and develop confidence when talking about own body and making choices about their own body
- to understand the importance of consent
- to be enabled to make informed choices about their own body and relationships.
- to develop an understanding of different types of relationships e.g. friendship, marriage, civil partnership
- to develop an awareness of presentation of sex by the media
- to develop an awareness of possible risks when communicating and working online and an understanding of what can be done to reduce the risks
- to develop acceptable standards of personal / sexual hygiene
- to acquire an increased awareness of community health care, including the family planning service
- to be informed about sexuality and the law
- to be aware of different attitudes towards cultural and religious aspects of sexuality
- to develop understanding of their own sexuality
- where appropriate to be informed about the prevention of sexually transmitted diseases
- where appropriate to be informed about forms of contraception and risks related to unprotected sex

Equal Opportunities

All students should have access to a wide range of resources, materials and teaching methods.

Organisation within school

In Key stages one to five RSE is taught as part of the PSHE curriculum. In the Early Years aspects of Relationship Education are taught within the Personal, Social and Emotional Development (PSED) strand and permeate many areas of the curriculum. In addition, across all key stages, it is likely that lots of the topics covered will also be explored in a cross-curricular manner across teaching in other subject areas.

RSE is planned according to individual and group needs and development. It is based on the PSHE association's 'Planning Framework for Pupils with SEND' and includes areas such as

- Self-care, Support and Safety- public and private
- Managing Feelings- Romantic feelings and sexual attraction, Expectations of relationships
- Changing and Growing- Different types of relationships, intimate relationships, consent and contraception

Staff will decide the most effective methods to use in the classroom. We know that learning about personal matters is increased if students work in a supportive group where they feel safe, and if active methods are used which encourage practice of relevant skills. We are aware that teaching RSE to students with learning difficulties means that classroom work may need to be made more explicit than in other schools. We support the use of correct words and vocabulary for body parts and functions and the use of visual material which is clear and unmistakable.

We expect that our General, Advanced, Senior and Higher-Level Teaching assistants, who have extensive experience of our pupils, will be involved in planning, taking part in and evaluating classroom work, although the overall responsibility rests with the teaching staff.

Lesbian, Gay, Bisexual, Transexual, and Questioning (LGBTQ+) 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.

The detailed programme will be drawn up by the PSHE lead and teachers responsible for each class. Each classes learning content will be shared with families in the topic web sent home at the start of each term. The wider PSHE topics can be seen below.

2026-27 (Year 3)	Autumn Traditional Tales	Spring Beetles and Bees	Summer Time Machine
Early Years	<u>Building Relationships</u> Working and Playing Together <u>Managing Self</u> Trust, Key People	<u>Self-Regulation</u> Expressing a Range of Emotions Communicating and Managing Emotions <u>Managing Self</u> Rules, Right and Wrong	<u>Self-regulation/ Managing Self</u> Healthy Eating <u>Building Relationships</u> Jobs people do
KS1 and 2	<u>Self-Awareness</u> Who is special to us? Who do I care about? <u>Self-Care, Support and Safety</u> Who can we trust? Who looks after us?	<u>Managing Feelings</u> How do I feel? <u>Changing and Growing</u> What is safe touch? When can we touch?	<u>Healthy Lifestyles</u> How do we keep well? What can I do to be Well? <u>The World I Live in</u> Who is in our school?
KS3 and 4	<u>Self-Awareness</u> How do we Learn? <u>Self-Care, Support and Safety</u> What's public and private in school, and who helps us?	<u>Managing Feelings</u> What is mental wellbeing? <u>Changing and Growing</u> Who are our friends?	<u>Healthy Lifestyles</u> How can we keep healthy? <u>The World I Live In</u> How can we care for our environment?
Post 16	<u>Self-Awareness</u> How can we respond to pressure? <u>Self-care, Support and Safety</u> How can I manage risk?	<u>Managing Feelings</u> What are romantic relationships like? <u>Changing and Growing</u> What makes a parent?	<u>Healthy Lifestyles</u> Is it hard to stay healthy? <u>The World I Live in</u> What is adulthood like?

2027-28 (Year 3)	Autumn This Is Me	Spring Celebrations	Summer We are the Champions
Early Years	<u>Building Relationships</u> People who are Special to us <u>Managing Self</u> Keeping Safe	<u>Self-Regulation</u> Identifying and Expressing Feelings Managing Strong Feelings <u>Managing Self</u> Dealing with Touch	<u>Managing Self</u> Taking Care of Physical Health Keeping Well <u>Building Relationships</u> Differences between People
KS1 and 2	<u>Self-Awareness</u> What can we do? What have we achieved? <u>Self-care, Support and Safety</u> What is being Online?	<u>Managing Feelings</u> How can we manage our feelings? <u>Changing and Growing</u> How do we grow? How am I changing?	<u>Healthy Lifestyles</u> What do we eat? Why should we be healthy? <u>The World I Live in</u> What is a community? How can we earn money?
KS3 and 4	<u>Self-Awareness</u> What makes us special? <u>Self-Care, Support and Safety</u> What is safe online contact?	<u>Managing Feelings</u> How do I feel about myself? <u>Changing and Growing</u> What is puberty?	<u>Healthy Lifestyles</u> What is body image? <u>The World I Live in</u> How can we buy things online?
Post 16	<u>Self-Awareness</u> What are we proud of? <u>Self-care, Support and Safety</u> What does power mean?	<u>Managing Feelings</u> How can I manage my feelings towards others? <u>Changing and Growing</u> How can we look after our sexual health?	<u>Healthy Lifestyles</u> What are the laws about drugs? <u>The World I Live in</u> How can I live independently?

2028-29 (Year 3)	Autumn Explosion of Colour	Spring Farm to Fork	Summer Reflection
Early Years	<u>Building Relationships</u> Getting on with Others Working and Playing Co-operatively <u>Self-Regulation</u> Working Towards Simple Goals	<u>Managing Self</u> Healthy Eating <u>Managing Self</u> Taking Care of the Environment	<u>Self-Regulation</u> Identifying and Expressing Feelings <u>Building Relationships</u> Different types of relationships- friends, family members etc.
KS1 and 2	<u>Self-Awareness</u> How do we treat others? <u>Self-care, Support and Safety</u> How can we be safe?	<u>Managing Feelings</u> What are difficult feelings? What are these feelings? <u>Changing and Growing</u> How are relationships different?	<u>Healthy Lifestyles</u> How can we be active? <u>The World I Live in</u> What are online rules? How can we talk online?
KS3 and 4	<u>Self-Awareness</u> What is Pressure? <u>Self-Care, Support and Safety</u> What is gambling?	<u>Managing Feelings</u> How do I feel about others? <u>Changing and Growing</u> What is a healthy relationship?	<u>Healthy Lifestyles</u> What is a healthy lifestyle? <u>The World I Live In</u> What is equality?
Post 16	<u>Self-Awareness</u> How can we respond to pressure? <u>Self-care, Support and Safety</u> How can I manage risk?	<u>Managing Feelings</u> What are romantic relationships like? <u>Changing and Growing</u> What makes a parent?	<u>Healthy Lifestyles</u> Is it hard to stay healthy? <u>The World I Live in</u> What is adulthood like?

2029-30 (Year 3)	Autumn A Wonderful World	Spring Hidden Treasures	Summer Adventures
Early Years	<u>Self-Regulation</u> Achieving Goals <u>Managing Self</u> Taking Care of Ourselves	<u>Self-Regulation</u> Expressing Emotions Communicating and Managing Emotions <u>Building Relationships</u> Adults and Friends	<u>Managing Self</u> Taking care of Physical Health- healthy food and exercise choices <u>Building Relationships</u> Working and Playing together Taking turns with others
KS1 and 2	<u>Self-Awareness</u> How can we be friends? <u>Self-care, Support and Safety</u> What is private?	<u>Managing Feelings</u> How do we express emotions? What is Mental Health? <u>Changing and Growing</u> How do I feel about others?	<u>Healthy Lifestyles</u> How can we look after our bodies? <u>The World I Live in</u> How can we help
KS3 and 4	<u>Self-Awareness</u> What is Prejudice <u>Self-Care, Support and Safety</u> What is personal space?	<u>Managing Feelings</u> How can I keep mentally well? <u>Changing and Growing</u> What is sexual intimacy?	<u>Healthy Lifestyles</u> What can harm our bodies? <u>The World I Live in</u> What risks are there online?
Post 16	<u>Self-Awareness</u> What are we proud of? <u>Self-care, Support and Safety</u> What does power mean?	<u>Managing Feelings</u> How can I manage my feelings towards others? <u>Changing and Growing</u> How can we look after our sexual health?	<u>Healthy Lifestyles</u> What are the laws about drugs? <u>The World I Live in</u> How can I live independently?

Specific Issues Statements

Contraceptive advice to students Questions about forms of contraception will be answered accurately and honestly within the student's ability to understand. If students need further personal advice about contraceptive use, counselling and support will be sought from appropriate agencies and personnel. Our principle is that the individual concerned should make decisions about contraceptive use, as far as this is possible.

Confidentiality All sex education will be taught in a calm and supportive manner. Teachers and other staff cannot offer or guarantee pupils unconditional confidentiality. All staff should follow Child Protection/Safeguarding Policy guidelines.

Sexual Identity and Orientation We will address issues of sexual identity and orientation with individuals and groups. We will make positive and equal reference to a variety of sexual relationships. Any issues relating to bullying will be referred directly to the headteacher.
See Anti bullying policy

Gender Identity We will address issues of gender identity and orientation with individuals and groups. We will make positive and equal reference to how gender is identified and expressed. Any issues relating to bullying will be referred directly to the headteacher.
See Anti bullying policy

Use of outside visitors

Elements of RSE may be provided by a range of people including health professionals, social workers, sessional workers and youth workers. Some people in the wider community have much to offer at all levels of planning and delivering RSE, bringing a new perspective and offering specialised knowledge, experience and resources. All of these people need to be aware of the school RSE policy. Planning to meet individual's needs is best done as part of a multi professional team. Visitors should complement the planned provision.

Health professionals who are involved in delivering programmes related to RSE are expected to work within our school policy. However, when they are in their professional role, such as school nurse in consultation with an individual pupil, they should follow their own professional codes of conduct (this is the case irrespective of who is paying them).

Guidelines for all staff working with students in the context of personal care and development

- treat every pupil as an individual, with dignity and respect
- relate language and behaviour to the chronological age of the student
- reinforce the 'private' concept in all situations.
- discourage pupils beyond Early Years from age - inappropriate behaviour - e.g. sitting on laps
- in all situations, informal and formal, we are all expected to follow the language and approaches identified within this policy

A partnership with families

Families are able to view a sample of resources that will be used in RSE lessons via a power point presentation. This will be available for families to view from September 2026. Families may request to view resources that will be used with specific classes at specific times. This is to be done by contacting the class teacher in the first instance.

Families will be informed about any planned RSE learning via topic webs that are sent home at the start of each term. Teachers will inform parents of any specific learning via letters, phone calls home or in the home-school diary.

We will do our best to find out any religious or cultural views families may have which may affect the sex education they wish to be given to their children. We would consider very carefully any request which compromised our equal opportunities policy.

Families are welcome to speak to class teachers or the PSHE lead about matters relating to the RSE curriculum.

Staff are willing to discuss with families any matters which they are concerned about.

Parents right to withdraw their child

Parents have the right to withdraw their child or young person from 'sex education', although not from the elements which are taught within the Science curriculum. Parents do not have the right to withdraw their child from 'relationships' or 'health' education.

If a parent wishes to withdraw their child or young person, they are asked to discuss this with the headteacher. They will be made clear about what content the student will be withdrawn from and what the student will do when withdrawn. We would like to make it clear that if students who are withdrawn from sex education lessons ask questions at other times, these questions will be answered honestly and appropriately by staff.

Monitoring and Evaluation

The school will need to assess how effective are the aims, content and method in promoting pupils' learning. Feedback from staff, parents and students will help judge this. The PSHE co-ordinator will be responsible for developing ways of collecting this information, monitoring teaching with support from the management team, reporting to the headteacher and presenting it to the governors within the school development plan.