

Springwell School



RSE Policy

(Relationships and Sex Education)

Last review: June 2026

Next review: June 2027

Name: Harriet Rowland and Matt Tibbitt-Doulton

**Position: Curriculum and Assessment Assistant Head Teacher and
PSHE Lead – Teacher**

At Springwell, we offer a broad and balanced curriculum that aims to meet the needs of every child and provides the opportunities for children to 'be the best they can be' in all areas of their development. This includes promoting the lifelong learning of our pupils, beginning in early years and continuing into adult life. The RSE (Relationships and Sex Education) policy reflects the school ethos ensuring that our children develop an understanding of the importance of loving and caring relationships.

Statutory Guidance

Department for Education guidance states that from September 2020, all primary schools must teach Relationships and Health Education as outlined in the Child and Social Work Act 2017. The teaching of Sex Education in primary schools is not statutory, with the exception of elements included within the science curriculum. Other related topics that fall within the statutory requirements for health education, such as puberty and menstrual wellbeing, are statutory and will be included within our PSHE, Science and Preparation for Adulthood lessons.

The guidance outlined in this policy has also taken account of the Equality Act 2010 and the Public Sector Duty.

Definition

Relationships and Sex Education (RSE) is part of lifelong learning about the emotional, social, and physical aspects of growing up. It aims to support the pupils in developing the essential skills needed for building and maintaining positive, enjoyable, and mutually respectful relationships, healthy lifestyles, diversity, positive self-image, and personal identity.

Aims

Relationships and Sex Education (RSE) at Springwell prepares learners for adulthood and treats them with respect and dignity and as equal citizens. Our RSE curriculum aims to:

- Provide the knowledge and information at an age-appropriate level.
- Develop self-awareness, self-esteem and confidence, especially in their relationships with others.
- Foster feelings of self-respect, empathy and positive self-image.
- Equip our pupils with the personal skills to establish and maintain healthy, respectful relationships.
- Teach our pupils the correct vocabulary to use to describe themselves and their bodies.
- Prepare pupils for puberty by giving them an understanding of their growth and development and the importance of health & hygiene.
- Support informed, responsible decisions about their own health and well-being, encouraging pupils to respect and care for their bodies.
- Ensure pupils understand how to stay safe online and access the internet safely.
- Create an inclusive, safe and empowering learning environment for everyone in which sensitive topics can be shared.

We aim to provide children with age-appropriate information, encourage positive attitudes and values, and develop essential skills to empower them to make informed, responsible decisions about their health and well-being.

Sex Education

There is no statutory requirement for primary schools to deliver sex education. However, the Department for Education recommends that primary schools teach sex education, particularly in Years 5 and/or 6 and that all primary schools have a sex education programme tailored to the age, physical development, and emotional maturity of pupils.

At Springwell, sex education content is provided only to individual pupils where, following close consultation with parents, it is agreed that the pupil is ready for this learning. This content is non-statutory, and parents have the right to withdraw their child from these sessions at any point.

Parental Engagement in RSE

We recognise the prime role of parents/carers in the development of their child's understanding about relationships, and we work in active partnership with parents/carers in the development and understanding of RSE. The school will ensure that parents/carers are made aware of the school's approach and rationale for RSE through this policy and are actively involved in the review of the RSE policy through initial consultation, made aware of the school's spiral PSHE curriculum (**See Appendix 1**), and will encourage them to support their child's learning at home. If a parent/carer has any concerns about the RSE provision they can contact the PSHE Lead or Senior Leadership Team by emailing the school office with these concerns. We will take time to address these concerns, answer questions and allay any worries they may have (**See Appendix 2 and 3**).

Curriculum

Relationships Education

We have developed the curriculum in consultation with parents and carers, pupils and staff, taking into account the age, developmental stage and needs of our pupils. The curriculum has been developed and tailored for our pupils using the Relationships and Sex Education (RSE) and Health Education Framework, published by the Department for Education in July 2025. The RSE curriculum focuses on teaching the fundamental building blocks and characteristics of positive relationships under the following five headings:

1. Families and people who care for me
2. Caring friendships
3. Respectful, kind relationships
4. Online safety and awareness
5. Being safe

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 blended families, single parent families, LGBTQ+ parents, families headed by grandparents, civil partnerships/same sex marriage, adoptive parents, foster parents/carers, amongst other structures. Learning sensitively reflects that some children may have a different structure of support around them e.g. looked after children in a home or care setting.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum. The units of work have been developed to ensure that knowledge and skills are

developmentally appropriate, whilst being taught in a carefully sequenced order that builds on prior learning. This structure allows for regular consolidation of key concepts and ensures that skills are introduced, revisited, and deepened at the appropriate age and stage of development.

Health Education

In this area, we aim to develop learners' knowledge, skills, and positive attitudes towards health and wellbeing. Our curriculum covers physical, mental, emotional, and social health through carefully planned topics aligned with the seven key strands set out in the statutory Relationships and Sex Education (RSE) and Health Education Framework, published by the Department for Education in July 2025. These strands are:

1. General wellbeing
2. Wellbeing online
3. Physical health and fitness
4. Healthy eating
5. Drugs, tobacco, alcohol and vaping
6. Health protection and prevention
7. Personal safety
8. Basic first aid

Health Education is taught through the personal, social, health and economic (PSHE) education curriculum, the preparation for adulthood curriculum, and physical education lessons. Topics are introduced in a way that is appropriate to each pupil's developmental stage and individual needs, ensuring that learning is meaningful, accessible, and relevant. This approach allows pupils to build knowledge and skills progressively, with content adapted where necessary to support understanding and engagement. **(See Appendices 1, 4 and 5).**

Roles & Responsibilities

Relationships and Sex Education (RSE) is delivered as part of the PSHE curriculum at Springwell. The RSE programme is led by the Assistant Headteacher for Curriculum and Assessment and the PSHE Lead, with support from the Senior Leadership Team and Governors. PSHE lessons are taught by class teachers and may be complemented by visitors or external agencies, such as the school nurse, where appropriate. Staff receive training in RSE delivery through dedicated professional development sessions. All staff are expected to model positive behaviour and avoid perpetuating stereotypes. We recognise that parents and carers hold the primary responsibility for their child's RSE and are committed to working in partnership with them to ensure a shared understanding and an effective programme that meets the needs of our pupils.

Staff Training

We offer staff training on the delivery of RSE as part of the new teacher induction, and it is included in our Professional Development Meetings calendar for regular updates.

Teaching and Learning

Staff will be aware of different backgrounds; religious and cultural differences and all pupils will be listened to and respected when opinions are expressed or shared.

Through staff teaching and modelling, pupils will learn to be respectful of what everyone has to say, whether or not they may agree. Teaching staff must be open to discuss all issues, however, at the same time respecting privacy and confidentiality where appropriate. It is highly important to ensure that all pupils are given equality of opportunity and access to RSE within the curriculum at a level appropriate to the individual pupil.

We will ensure that provision meets the needs of all children, respecting the different abilities and personal circumstances (e.g. faith, culture, sexual orientation) of pupils.

Differentiation in terms of learning objectives, tasks, teaching methods and resources will be planned for to ensure that all our pupils can access the learning. Staff will ensure that they use the correct terminology when naming genitalia across the school, whenever it is appropriate to do so. Staff will ensure that they use language that is inclusive of people of different genders when teaching about genitalia. It is important that learners hear the correct language so that they have the correct terminology to equip them for life. We use language consistent with social care and health services to ensure consistency for the pupils and their families. Pupils requiring Alternative and Augmentative Communication support have access to approaches that are consistent across the school.

Staff will regularly review resources and materials used to ensure that they are accurate, age and stage appropriate and un-biased. Examples of these resources are shared with parents where appropriate, particularly for lessons involving sex education. Resources will also be shared with parents/ carers on request.

Dealing with Difficult Questions

Staff will answer questions as fully as they feel is age and stage-appropriate, based on the level of knowledge demonstrated by pupils during the lesson. Staff may ask a pupil to wait for a response to a question if they need time to consult with a colleague, or the school leadership team, to construct an appropriate answer. Staff can refuse to answer a question that they feel is inappropriate. Staff will not answer personal questions about their own body, personal circumstances or lifestyle choices.

Safeguarding

Staff will be made aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. If staff have any reason to believe a pupil is at risk, they will speak to one of the Designated Safeguarding Leads and follow the school's safeguarding procedures. A member of staff cannot promise confidentiality if concerns exist. Designated Safeguarding Leads are based in both Puffin and Partridge buildings, and all staff are aware of the process for reporting concerns.

Monitoring & Evaluation

Feedback from staff, parents and where possible students will help us judge the effectiveness of the aims, content, and methods we employ. Relationship and sex education provide a vital means to develop the whole child. It is fundamentally incorporated into our whole school ethos and values and aims to provide opportunities for our pupils to develop into healthy and happy people who are confident, knowledgeable, and assertive and are able to make positive relationships with family and peers. We also value working as a partnership with parents and other agencies.

Appendix 1

Relationships, Sex and Health Education

Whole School Subject Progression

Relationships and Health Education is embedded across the school through a spiral curriculum approach, ensuring that key concepts are revisited and built upon over time. Each curriculum pathway is carefully adapted to match the needs, developmental stage, and level of understanding of every pupil. Relationships and Sex Education is introduced in Years 5 and 6, delivered in an age-appropriate way and tailored to the individual needs of pupils.

EYFS, Linking and Keystone Curricula:

Pupils following the **Early Years Foundation Stage Curriculum** in Reception, the **Linking Curriculum** in Year 1, and the **Keystone Curriculum** from Years 2 to 6 develop foundational knowledge and skills in Relationships and Health Education. This learning is integrated across all areas of teaching and learning throughout the school day. Staff actively promote and support pupils' development by deepening their understanding in the following areas:

- Building positive, respectful interactions with peers and staff.
- Developing awareness of how to navigate the environment safely and responsibly.
- Recognising and caring for personal belongings and the belongings of others (e.g., bag, lunchbox, coat).
 - Understanding appropriate physical contact, with staff modelling consent and clear communication during personal care routines or activities involving touch (e.g., hand holding, TACPAC, story massage).
- Fostering a positive self-image through affirming language and supportive interactions that celebrate individuality and achievements.
- Enhancing communication skills to make choices, comment on their surroundings, and express consent (e.g., yes, no, stop, more).
- Exploring personal interests and preferences to encourage engagement and motivation.
- Developing emotional regulation strategies to manage feelings effectively.
- Increasing emotional awareness through structured approaches such as the Zones of Regulation.
- Strengthening self-help and independence skills in areas such as health, hygiene, healthy eating, and personal safety.
- Expanding body and sensory awareness through movement, play, and therapeutic activities.
- Understanding appropriate contexts for self-stimulatory behaviours, supported by neutral staff redirection.
- Learning to travel safely and transition confidently to and from school transport.

For pupils accessing the Keystone Curriculum, key concepts are also delivered through personalised learning foci, set on a half-termly basis. These foci are informed by the Holistic Assessment Framework and tailored to each pupil's level of understanding and next steps.

Bridging Curriculum:

Pupils following the Bridging Curriculum continue to build their foundational knowledge throughout the school day in the above areas, while also engaging with Relationships and Health Education through PSHE, Science, and Preparation for Adulthood lessons. Key themes and topics are revisited regularly as pupils grow and mature, with skills carefully sequenced from Year 2 to Year 6 to ensure a clear and progressive understanding.

In Years 5 and 6, Sex Education is introduced and teaching places particular emphasis on the physical and emotional changes associated with puberty. Learning is personalised for each pupil and is informed by the subject Skill Progression Frameworks and the Holistic Assessment Framework, ensuring that learning is carefully aligned to level of understanding, individual needs, and next steps. The table below outlines the key topics and themes delivered across the curriculum.

Years 2, 3 and 4 – Bridging Curriculum		
PSHE	Science	Preparation for Adulthood
In PSHE, pupils will explore a range of topics designed to support their personal development and wellbeing. Through the PSHE topic ‘Building Positive Relationships and Interactions’, pupils will learn how to build trust and form positive connections with both staff and peers. They will develop skills for sharing spaces and resources respectfully, while understanding the importance of kindness in creating and maintaining caring friendships. Through the PSHE topic ‘Mental Wellbeing and Emotions’, pupils will learn to develop self-awareness, self-esteem, and a positive self-image. They will explore a range of regulation resources and strategies to support their mental wellbeing, including the use of child-friendly wellbeing apps. Pupils will work on understanding their interoceptive signals and how to respond to these effectively, while also learning to recognise and name different emotions. Pupils will use the Zones of Regulation to support with their understanding of this. Through the PSHE topic ‘People Who Care for Me’, pupils will learn	Through the science topic ‘Senses and Bodies’, pupils will develop their knowledge and understanding of their senses and bodily awareness through a range of therapies, physical activities, and sensory play. They will explore the different senses and how they help us experience the world, while also developing their vestibular and proprioceptive systems to support balance and movement. Lessons will introduce basic body parts and their functions, alongside recognising the unique characteristics of themselves and others, to support with both scientific understanding and personal awareness.	Through the Preparation for Adulthood topic ‘Food Explorers’, pupils will explore the different textures, smells, and tastes of a variety of food groups. They will learn how to prepare different foods and drinks and, where appropriate, will practise making balanced meals and snacks. Through the Preparation for Adulthood topic ‘Healthy Living: Self-Help and Independence’, pupils will develop their personal dressing preferences and increase their independence in both feeding and dressing themselves. This includes practising key functional skills such as managing fastenings and opening containers or packets. Through the Preparation for Adulthood theme ‘Healthy Living: Personal Hygiene’, pupils will build their understanding of why personal hygiene matters and learn essential routines and skills such as effective handwashing, toothbrushing, and hair brushing. Through the Preparation for Adulthood topic ‘Healthy Living: Physical Health’, pupils will strengthen their movement skills through sensory circuits, outdoor learning, and physical development

about families and the different family structures that exist. They will also explore the roles of various professionals who help and support them, developing an understanding of how these people contribute to their lives and wellbeing. Through the PSHE topic 'Keeping Safe in My World', pupils will learn how to navigate their environment safely and confidently. They will develop an understanding of safe interactions with others and practise ways to communicate when they need help or wish to express boundaries. Pupils will also explore how to use child-appropriate technology with adult guidance and learn about healthy screen time habits to support their wellbeing.		sessions. They will explore different ways of moving their bodies to support independence, wellbeing, and emotional regulation.
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Years 5 and 6 – Bridging Curriculum

<u>PSHE</u>	<u>Science</u>	<u>Preparation for Adulthood</u>
Through the PSHE topic 'Building Positive Relationships and Interactions', pupils will continue to develop their ability to build trust and form positive connections with both staff and peers. They will strengthen skills for sharing spaces and resources respectfully, while recognising the importance of kindness in creating and maintaining caring friendships. As pupils in Year 6 begin their transition to Key Stage 3, they will focus on transferring these skills to build positive relationships and interactions with new staff and peers in their next setting. Through the PSHE topic 'Mental Wellbeing and Emotions', pupils will continue to strengthen their self-awareness, self-esteem, and positive self-image. Pupils will learn to communicate what they like	Through the science topic 'Senses and Bodies', pupils will build upon the knowledge and skills developed in Years 2–4 by extending their understanding of the human body. Pupils will learn about the stages of the human life cycle and how people grow and change at key points, including infancy, childhood, adulthood, and later life. They will begin to learn about how bodies grow and change, including the physical changes that occur during puberty. This will include age-appropriate learning about the names and functions of external genitalia.	Through the Preparation for Adulthood topic 'Food Explorers', pupils will continue to explore the different textures, smells, and tastes of a variety of food groups. They will learn how to prepare different foods and drinks and, where appropriate, will practise making balanced meals and snacks. Through the Preparation for Adulthood topic 'Healthy Living: Self-Help and Independence', pupils will continue to build independence in dressing, feeding and personal organisation. Pupils will also develop an understanding of basic first aid, including using and tolerating first aid supplies and knowing who to contact in an emergency. Through the Preparation for Adulthood topic 'Healthy Living: Personal Hygiene'. Pupils will build

about themselves. They will begin to explore how emotions change as they grow older and learn strategies to manage new and sometimes challenging feelings. Pupils will also discover a range of regulation tools and techniques to support their mental wellbeing, including the use of Springwell's regulation programme, Chillwell. Through the PSHE topic 'People Who Care for Me', pupils will continue to learn about families and the different family structures that exist. They will explore the characteristics of safe and happy families and will learn how to communicate to others how different relationships (with peers, parents, professionals) can make them feel. Pupils will build upon their knowledge of how professionals may help them and will identify which professionals are required at times of need. Through the PSHE topic 'Keeping Safe in My World', pupils will deepen their understanding of safe interactions and relationships. Pupils will develop awareness of public and private body parts, learn what a stranger is, and continue to strengthen their knowledge of online safety by identifying safe and unsafe apps and devices. Where appropriate, they will learn about alcohol, tobacco, and vaping, gaining awareness of the associated risks.		on their knowledge and skills learnt in previous years and will learn how to maintain good hygiene as they grow older, including washing themselves and using products such as deodorant and menstrual products. Through the Preparation for Adulthood topic 'Physical Health', pupils will continue to develop their movement skills through dedicated outdoor learning and physical development sessions. Pupils will explore moving their bodies in different ways to support their independence, wellbeing, and emotions. Where appropriate, pupils will learn about the importance of regular physical activity and the risks associated with an inactive lifestyle.
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Years 5 and 6 – National Curriculum

Pupils in Years 5 and 6 who follow the National Curriculum will study the same core content as those on the Bridging Curriculum but will cover topics in greater depth. Where appropriate, and with parental consent, they will also be taught the biological aspects of human reproduction through the science curriculum.

Appendix 2

Springwell School
Hinkler Road
Thornhill
Southampton
SO19 6DH

info@springwellschool.net

02380 445 981

Date:

Dear Parents/ Carers

We would like to inform you that during the next term, pupils in Years 5 and 6 will be learning about the changes that occur during puberty. These lessons form part of our statutory Relationships, Sex and Health Education (RSHE) curriculum. The sessions will cover personal hygiene, changing emotions, developing bodies, and personal privacy. While we are required to teach this content, please be assured that we will not be teaching the biological human reproduction aspect of the curriculum at this stage.

We will be using age appropriate, high quality resources to support pupils' understanding. Children will also have opportunities to ask questions and share any concerns in a safe and supportive environment. As part of our safeguarding and wellbeing approach, pupils will be taught the correct anatomical and scientific names for body parts to promote body awareness and healthy development.

Please refer to the attached breakdown for further details about the lesson content.

If you have any questions about this, please do not hesitate to contact your child's class teacher, Harriet Rowland (Curriculum and Assessment Assistant Head) or Matt Doulton (PSHE Lead).

Kind Regards,

The Year 5 and Year 6 Team

Appendix 3

Springwell School
Hinkler Road
Thornhill
Southampton
SO19 6DH

info@springwellschool.net

02380 445 981

Date:

Dear Parents/ Carers

We would like to inform you that during the next term, pupils in Years 5 and 6 will be learning about the changes that occur during puberty. These lessons form part of our statutory Relationships, Sex and Health Education (RSHE) curriculum. The sessions will cover personal hygiene, changing emotions, developing bodies, and personal privacy. In addition, the biological concept of human reproduction will be taught through the science curriculum. This element is not statutory, and parents have the right to withdraw their child from these specific lessons. If you would like further information about the content, please contact your child's class teacher, Harriet Rowland (Curriculum and Assessment Assistant Head) or Matt Doulton (PSHE Lead).

We will be using age-appropriate, high-quality resources to support pupils' understanding. Children will also have opportunities to ask questions and share any concerns in a safe and supportive environment. As part of our safeguarding and wellbeing approach, pupils will be taught the correct anatomical and scientific names for body parts to promote body awareness and healthy development.

Please refer to the attached breakdown for further details about the lesson content.

Kind Regards,

The Year 5 and Year 6 Team

Appendix 4

PSHE Whole School Coverage



	 1 Term 1	 2 Term 2	 3 Term 3			
 EYFS	PSSED -  Building  relationships,  routine and  structure,  independence,  self  help  skills,  mental  well-being,  regulation,  emotional  recognition					
 Red	PSSED -  Building  relationships and  interactions,  routine and  structure,  independence,  self  help  skills,  mental  well-being,  regulation,  emotional  recognition					
 Yellow	 Building  positive relationships and  interactions	 Mental  Well-being and  Emotions	 People  Who  Care For  Me			
 Green	 Building  positive relationships and  interactions	 Keeping safe  in  my world	 Mental  Well-being and  Emotions			
 Orange	 Building  positive relationships and  interactions	 Mental  Well-being and  Emotions	 People  Who  Care For  Me			
 Pink	 Building  positive relationships and  interactions,  routine and  structure,  independence,  self  help  skills,  mental  well-being,  regulation,  emotional  recognition					
 Purple	 Building  positive relationships and  interactions	 Keeping safe  in  my world	 People  Who  Care For  Me and  Mental  Well-being and  Emotions			
 Blue	 Building  positive relationships and  interactions	 People  Who  Care For  Me and  Mental  Well-being and  Emotions	 Keeping safe  in  my world			
 Maple  Year 3 &  Year 4	 Healthy Eating	 Caring  Friendships and	 Health and  Prevention - Basic	 Respectful  Relationships	 Drugs,  Tobacco and  Alcohol	 Changing,  Growing,  Loss and
	 Internet Safety		 Relationships			

Appendix 5

Preparation for Adulthood Whole School Coverage



	1 Term 1	2 Term 2		3 Term 3		
 EYFS	 +  Personal, Social and Emotional Development					
 Red	 +  Personal, Social and Emotional Development					
 Yellow	 -   &  Healthy Living - Self Help & Independence	  Food Explorers	 -   Healthy Living - Personal Hygiene	  Food Explorers	  Physical Health	  Food Explorers
 Green	 -   &  Healthy Living - Self Help & Independence	  Food Explorers	 -   Healthy Living - Personal Hygiene	  Food Explorers	  Physical Health	  Food Explorers
 Orange	 -   &  Healthy Living - Self Help & Independence	  Food Explorers	 -   Healthy Living - Personal Hygiene	  Food Explorers	  Physical Health	  Food Explorers
 Pink	    Personal Care, Independence, Food Explorers					
 Purple	 -   &  Healthy Living - Self Help & Independence	  Food Explorers	  Physical Health	  Food Explorers	 -   Healthy Living - Personal Hygiene	  Food Explorers
 Blue	 -   &  Healthy Living - Self Help & Independence	  Food Explorers	  Physical Health	  Food Explorers	 -   Healthy Living - Personal Hygiene	  Food Explorers