

Springbank Academy



Where dreams are realised and success is celebrated

Our whole school vision is:

Springbank Academy is a place where all of our children and staff will have the opportunity to excel. Everyone will be safe, happy and cared for. Our curriculum and values will inspire everyone in the school family to be motivated and curious learners and offer core skills, knowledge and enrichment to enable all to gain the foundations for a quality future and a love for life-long learning.

Relationships and Health Education Policy June 2026



Policy Lead: Kerry Williams

Springbank Academy is committed to equal opportunities for all. It is our aim that every policy is written to have a positive impact on every child/all children irrespective of race; religion; gender; sexual orientation or age.

Springbank = success for all

There is a key that unlocks every child's learning; our job is to find that key.

Every staff member and governor must take the responsibility and accountability to ensure the procedures within this policy are delivered and implemented as per Springbank Academy.

Completed for: June 2026

Review date: June 2027

INTENT

What is Relationships and Health Education?

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficiency. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives and Springbank Academy know that by providing a structured RSE curriculum this can support young people to develop resilience, to know how and when to ask for help and to know where to access support.

Springbank Academy considers that Relationships and Health Education is an integral part of the Personal, Social and Health Education (PSHE) and it also has strong links with Science and Physical Education. Relationships and Health Education can also enable us to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher, subject lead and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity.

Aims for Relationships and Health Education

The aims of Relationships and Health Education at our school are to:

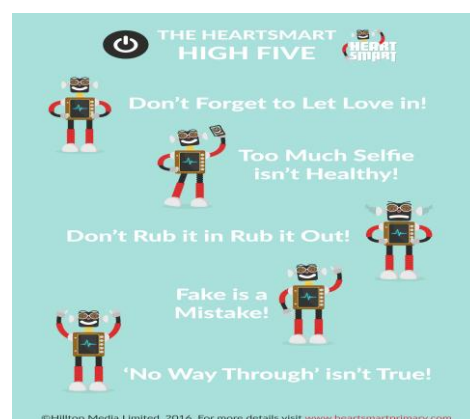
- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence, empathy and self-esteem to value themselves and others.
- Create a positive culture around issues of sexuality and relationships and stress the importance of family for the care and support of children.
- Teach pupils the correct vocabulary to describe themselves and their bodies and have the confidence in talking, listening and thinking about feelings and relationships.
- To understand the consequences of their actions and behave responsibly within relationships.
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support.
- Pupils should understand the importance of equality and respect throughout their education.

IMPLEMENTATION

How is the subject content going to be set out, how is it taught and who is responsible for teaching it?

At Springbank Academy the shaping of our Relationships and Health curriculum is as follows:

- The subject will be delivered by class teachers with the support of the RHE lead present in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups
- The curriculum will be delivered through dedicated theme days.
- Term 3 'Belong' focus will be Citizenship and RHE.
- Ground Rules will be used in all Relationships and Health lessons.
- In a safe and comfortable atmosphere pupils will be encouraged to feel relaxed and reflect in a non-judgemental environment.
- Pupils can ask anonymous questions by writing a note for the lead/ class teacher in their class Relationships and Health box.
- The subject will be delivered through a varied range of activities, which promote dialogue and understanding. These include: circle time, active teaching and learning, role play/scenarios, card sorting and discussions.
- When safe, external agencies can be invited to support the delivery of Relationships and Health. These include: the school nurse and the police.
- External agencies and visitors are familiar with and understand the school's Relationships and Health Policy and Safeguarding Policy and work within these documents.
- All input to these lessons is part of a planned programme and negotiated and agreed with staff/ parents/carers in advance.
- All visitors are always supervised/supported by a member of staff. The input of visitors is monitored and evaluated by the subject lead. This evaluation informs future planning.



The schemes of work outlined: Heart Smart

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Introduction to HeartSmart This intro to HeartSmart is about recognising that we have the power to choose well. It comes first because it sets the context for the HeartSmart High Five. It's like a bookshelf that the five principles rest on. These 6 introductory lessons to HeartSmart are about self-mastery and taking ownership of the decisions we make, which is foundational to becoming a powerful person.	Don't forget to let love in! Don't Forget to Let Love In helps us grow in self-compassion. You'll notice we don't shy away from using the word love. It's a big deal. Without it we're no one, but no one is without it. The ability to receive or reject it in our lives defines us. Our actions, beliefs and very essence is shaped by our experience of it. Our hearts are made strong because of it. So in partnering with love, we partner with a strength that's stronger than any challenge life might throw at us. Although it can be a challenge to receive it, love never fails. Don't	Too much selfie isn't healthy! There are 7.7 billion other people on the earth; you might have noticed that there are a few other people in our classrooms, houses, maybe even in our bedroom! Often we're encouraged to think about our needs, our rights and the things that we can have. None of which is necessarily bad but it's just that it can squeeze others out of frame and all that's left is us, looming large. Sometimes we need to lift our eyes from our phones and look up at the world around us which is full of different people with different values and different beliefs.	Don't rub it in, rub it out! Negative emotions are a part of life. It's OK to not always feel OK. Processing our feelings are important to ensure we don't live in a constant state of grief, Disappointment and hurt. As well as this, navigating pain and mistrust caused by the actions of someone we care about is one of the greatest challenges we face in life. Getting even is the easiest choice, or perhaps just holding a grudge and letting the other person know that, because of what they've done we're not OK with them. This all carries certain logic but as Nelson Mandela said, "resentment is like drinking poison and hoping it will kill your enemies." Forgiveness may restore a broken relationship but it's also the best	Fake is a mistake! Having the courage to tell the truth, to communicate our boundaries and to share our vulnerabilities appropriately are at the core of what it means to be powerful and that's why Fake is a Mistake! Every time we tell a lie one of two things happens; the other person believes us or they don't. If they don't then the disconnect between us and them is obvious. But it's worse if they do believe us. We're more likely to do the same thing next time and the more expert we get at telling lies; the harder it is for us to tell the truth. Without thinking about it, we'll tell the odd lie here and there and each time we do, we build an invisible brick wall between us and the other person.	No way through isn't true! Have you ever felt overwhelmed? Ever not been able to see the wood for the trees? Ever faced a situation that feels too big to handle? When we lose sight of hope we feel powerless, like we're stuck. Our circumstances whisper the words "there's no way through." And when we don't think there's a way through, we don't look for it. No one looks for what they don't think exists. Thankfully, however, 'No Way Through' isn't True! There's always a solution and if you believe that, you'll find it, you'll know what you need to do. That's why hope is so important. It keeps us working towards the solution that is always out there. It keeps us living, keeps us dreaming. Hope is an essential part of what it means to be human. When you believe there is a way through you'll

	Forget to Let Love In!	It's a vibrant and wonderful place where everyone is different. It's not that we have to agree with everyone but everyone is worthy of our attention, love and empathy	gift we can give ourselves. That's not to say it's easy. It seems like a lovely idea until we have someone to forgive! This is why Ghandi said, 'forgiveness is the attribute of the strong'.	A habit of lying means we begin to lose sight of the truth all together and in doing so we begin to lose sight of ourselves. Truth and love go hand-in- hand. They travel together.	search for it. And if you search for it, you'll find it. There is always a way through.
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Families and people who care for me

Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
3. That the families of other children, 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.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Delivery and teaching strategies

National Curriculum Subjects: Citizenship, Science, Computing and P.E.

Relationships and Health Education complement several national curriculum subjects. At Springbank Academy we will look for opportunities to draw links between the subjects and integrate teaching where appropriate. Our annual planner (which is set out ready for September) allows us to carefully plan all events, opportunities and cross-curricular learning.

- At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty.

- The national curriculum for computing aims to ensure that all pupils can understand and apply the fundamental principles and concepts of computer science, including logic, algorithms and data representation. It also covers e-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.

Online safety and awareness

Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
 2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
 3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
 5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
 6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
- The national curriculum for PE aims to ensure that pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives.

Relationships and Health and Equal Opportunities including those with SEND

Relationships and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational

needs and disabilities. Teachers will make sure that high quality teaching occurs that is differentiated and personalised to take into consideration every child's accessibility to the curriculum context. Everyone at Springbank Academy is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and it is our duty of care to ensure this doesn't happen during these lessons. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with social, emotional and mental health needs or learning disabilities. These factors will be taken into consideration in designing and teaching of these subjects. The lead will work closely with the head teacher, the link governor and parents/carers.

Religion and Belief

At Springbank Academy we will ensure that a good understanding of pupils' faith backgrounds and positive relationships between the school and local faith communities help to create a constructive context for the teaching of these subjects. In all schools, when teaching these subjects, the religious background of all pupils must be considered when planning teaching, so that the topics that are included in the core content in this guidance are appropriately handled. Schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or beliefs are amongst the protected characteristics. All schools may teach about faith perspectives. Schools with a religious character may teach the distinctive faith perspective on relationships and balanced debate may take place about issues that are seen as contentious. For example, the school may wish to reflect on faith teachings about certain topics as well as how their faith institutions may support people in matters of relationships and sex. In all schools, teaching should reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow and the wider legal implications of decisions they may make.

As a parent/carer do I have the right to withdraw my child?

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up. Springbank Academy will consult with you when developing and renewing their policies on Relationships and Health Education. This policy will be published online and will be available to anybody free of charge. Springbank Academy will also host a yearly consultation for parents, informing them on the teaching of RHE throughout school.

Right to withdraw your child

You cannot withdraw your child from Relationships and Health Education because it is important that all children receive this content, covering topics

such as friendships and how to stay safe. If, at Springbank Academy we choose to teach Sex Education and you would like to know more about this, we recommend speaking to the Head teacher and RHE lead to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the Head teacher will grant this request. The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

Sex Education (Primary)

Sex Education is not compulsory in primary schools. As a primary school we will have the right to determine whether we need to cover any additional content on sex education to meet the needs of our pupils. This will be communicated with parents/carers beforehand, and the withdrawal right will be valid.

It is important that we support the transition phase before moving to secondary school to support pupils' ongoing emotional and physical development effectively. The Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and - drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

What is the requirement on schools in law?

It is important that at Springbank Academy we know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. Through the teaching and learning of Relationships and Health Education this will help make sure that our young people in our care know what is right and wrong in law and it will provide a good foundation of knowledge for deeper discussion about all types of relationships.

Continuously, whilst planning, delivering and assessing Relationships and Health Education, Springbank Academy will make sure that all procedures follow The Equality Act 2010 and the school's procedures.

Safeguarding

Discussions about sensitive topics in RSHE can lead to increased safeguarding reports. All staff should know what to do if they have concerns that a pupil is being neglected or abused, including those who have seen, heard or experienced

the effects of domestic abuse. The Department publishes statutory safeguarding guidance Keeping children safe in education (KCSIE); this guidance provides a strong safeguarding framework and is clear on the actions a school or college should take if there are any concerns about a child or young person's wellbeing and/or safety.

IMPACT

How is this subject monitored and evaluated?

As a school, we will have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.

All lessons will be planned by the subject leader to ensure that pupils of differing abilities, including the most able, are suitably challenged. Teaching should be assessed and assessments used to identify where pupils need extra support or intervention.

Whilst there is no formal examined assessment for these subjects, the teacher/ subject leader will be able assess outcomes. For example, tests, written assignments or self-evaluations, to capture progress.

Review

The review date for this Relationships and Health policy is June 2027