



Springwell  
School  
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# PSHE and Relationships Education Policy

Written: September 2024

Next review: September 2027

## PSHRE

PSHE and Relationships Education (PSHRE) is a core curriculum area at Springwell School. These skills are fundamental to our pupils current and future well-being. They are taught both throughout the day, and through focussed lessons, depending on the pathway children are currently in (see below).

PSHRE, as taught in Springwell School, allows pupils to acquire necessary life skills at a developmentally appropriate level, with an emphasis upon developing skills through a cross-curricular approach.

PSHRE offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the school. It enables the pupils to develop effective relationships, assume greater personal responsibility and manage personal safety, including online.

PSHRE education helps pupils to manage the physical and emotional changes at puberty (where appropriate), introduces them to a wider world and enables them to make an active contribution to their communities.

The focus of PSHRE in Springwell School is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

At Springwell School we believe that teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances.

We know that families of many forms provide a nurturing environment for children, and that families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures. Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances, to reflect that some children may have a different structure of support around them; for example, looked after children or young carers.

## **PSHRE Development through the Pathways**

The progression of PSHRE throughout our Pathways is as follows:

### **Sparkle/Transitional**

PSHRE is covered throughout every day within this pathway. Children have repeated opportunities to interact with a range of adults and peers, building their capacity to understand, and communicate with, others.

Within the Sparkle/Transitional Pathway children learn the following:

- To differentiate between internal and external stimuli.
- To interpret sensory inputs, and respond to these appropriately.
- To individuate from the environment and develop a concept of 'I'.
- To begin to understand the difference between people and objects.
- To respond to people in increasingly complex ways.
- To interact with a range of different people.
- To begin to purposefully vocalise, gesture or otherwise indicate to other people things they want, or experiences they do, or do not, enjoy.
- To attend to others for short periods, sometimes showing interest in what they do.
- To develop social gaze, attention, and eye contact.
- To take part in back-and-forth interactions with others.
- To reduce processing time.
- To make choices and communicate these intentionally using early symbolic means.
- To help with their personal care needs in any way they can (i.e. helping to get undressed, eating using their own spoon, lifting their legs up for changes etc.)

## Transitional/Lower Glitter

As with Sparkle PSHRE is covered throughout every day within this pathway. During this stage of their education pupils learn vital life skills. These skills are broken up into four main areas:

### Relationships

Children begin to play alongside, and then with their peers. They begin to share with others (sometimes with support). They develop trust in familiar adults, and begin to be able to accept simple modelling and instruction.

### Independence

Children begin to eat and drink independently using i.e., cups, spoons, knives, forks etc. They begin to indicate when their nappy is wet or dirty, and may begin toilet training near the end of this pathway. Children learn to undress independently, and may be able to put some items of clothes on. They can independently decide on things they'd like to do, and gather appropriate resources (i.e., if they want to play with a ball, they can take a ball from where balls are kept, and go outside to play with it.)

### Communicating and Responding to Feelings

Children begin to identify a range of feelings and are able to communicate some of these to others using formal communicative methods. They begin to recognise, and respond to, the emotions in others. They engage with others across a range of environments, and begin to have simple conversations with peers.

### Rules and Routines

Children can join in with routine events and occurrences independently. They begin to understand the concepts of 'yes', 'no' and 'wait' and may respond appropriately to these. They can manage transitions between activities with increasing ease, and can take turns with support.

## Upper Glitter

Within Upper Glitter ongoing, daily, PSHRE remains a centre point of the curriculum, however taught lessons are also introduced within this pathway.

The ongoing PSHRE is split up into 4 areas, as in Lower Glitter.

### Relationships

Children can interact within small groups (during work or play) with minimal support. They begin to indulge in more complex, elaborate play, including role-play. They can negotiate with others, sustain relationships, and begin to enjoy taking responsibility for their possessions and surroundings (by i.e. undertaking small jobs for others).

### Independence

Children can independently access, and tidy away, a range of familiar resources (including personal resources). They show more confidence in new and unfamiliar situations, and can meet the majority of their own needs without help (i.e. toothbrushing, handwashing, toileting, dressing etc.). Children understand the difference between healthy and unhealthy food and activities, and can begin to make positive choices in this regard.

### Communicating and Responding to Feelings

Children can talk about a range of feelings, and identify these in others. They begin to show care and consideration, and be sensitive to the feelings of others. They can be appropriately assertive when necessary.

### Rules and Routines

Children understand that some behaviours are 'right' or 'wrong' and begin to be able justify why this is the case. They can understand the need for rules and agreed codes for behaviour, and can conform to these independently. They begin to be able to adapt their behaviour to differing situations appropriately.

### Themes of taught PSHRE lessons

The PSHRE curriculum follows a two-year rolling cycle, allowing children to repeat and extend prior learning where they remain within the same pathway. The themes are listed below. Further details are provided in the document 'Springwell School PSHRE Curriculum Topics', which can be found on our website. Parents are welcome to see our full PSHRE scheme on request.

Cycle 1	Being Me in My World	Celebrating Difference	Dreams and Goals
Cycle 2	Healthy Me	Relationships	Changing Me

## **Bronze**

Within this pathway ongoing, daily, PSHRE occurs alongside taught sessions.

The ongoing PSHRE is split up into 4 areas, as in Lower Glitter and Upper Glitter.

### **Relationships**

Children can take on a variety of roles within larger groups. They can play a part in working towards a group achievement, understanding their contribution towards this. They can listen to what others say to build constructive relationships. They begin to show an awareness of the family, cultural and religious groups they belong to.

### **Independence**

Children can manage their own personal hygiene independently, and make independent choices that improve their health and wellbeing. They can discuss these choices in terms of i.e. regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian etc. They can line up or queue with little oversight or input.

### **Communicating and Responding to Feelings**

Children begin to show resilience and perseverance in the face of challenge. They develop self esteem, and see themselves, and others, as valuable. They can moderate their feelings, and consider the perspectives of others. They can speak and listen appropriately across a range of situations.

### **Rules and Routines**

Children can respond appropriately and independently to a wide range of situations. They can follow social conventions in a more flexible manner.

### **Themes of taught PSHRE lessons**

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Cycle 1	Being Me in My World	Celebrating Difference	Dreams and Goals
Cycle 2	Healthy Me	Relationships	Changing Me

## Silver

Within this pathway weekly PSHE lessons are undertaken. Ongoing learning linked to relationships continues.

### Relationships

Children begin to be able to lead groups with increasing effectiveness. They can initiate and instigate a range of activities with a variety of peers, explaining their thoughts, ideas and feelings in greater detail. They can take part in a range of activities with both familiar and unfamiliar people.

### Themes of taught PSHRE lessons

The PSHRE curriculum follows a two-year rolling cycle, allowing children to repeat and extend prior learning where they remain within the same pathway. The themes are listed below. Further details are provided in the document 'Springwell School PSHRE Curriculum Topics' which can be found on our website. Parents are welcome to see our full PSHE scheme on request.

Cycle 1	Being Me in My World	Healthy Me	Celebrating Difference	Relationships	Dreams and Goals	Changing Me
Cycle 2	Being Me in My World	Healthy Me	Celebrating Difference	Relationships	Dreams and Goals	Changing Me

## Gold

As of 2024 few children remain within the Gold Pathway. Any children still working within this pathway will undertake small group or 1-1 PSHRE at a level commensurate with their age, aptitude and ability.

### Monitoring

The teaching of PSHRE is undertaken by all class teachers within Springwell. Coverage will be monitored by Sam Beacher (Subject coordinator) through learning walks, scrutiny of planning, teacher interviews, collection of examples of work, website checks, display checks and lesson visits etc.

### PSHRE

The Relationships Education, RSE, and Health Education (England) Regulations (2019) makes PSHRE compulsory for all pupils of primary age. Parents are not allowed to ask for their child to be withdrawn from this subject.

## **The Equality Act**

Springwell School complies with the relevant requirements of the Equality Act 2010.

Under the provisions of the Equality Act, 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 (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

## **Production and Approval**

This policy has been produced by PSHRE co-ordinator Sam Beacher. It is approved by the Headteacher and the Governing Body of Springwell School tri- annually.

**Sam Beacher PSHRE and RSE Coordinator.**

**September 2024**

## Appendix 1 – Preparing for Adulthood

The above PSHRE skills are vital for pupils to 'prepare for adulthood'. The below table, from the DfE, shows, at a glance, how the work done in primary, at whatever level, helps the children of Springwell prepare for their next steps, and adult life.

	<b>Sparkle, Lower Glitter, Upper Glitter, Bronze</b>	<b>Silver</b>	<b>Gold and Platinum</b>
<b>Employment.</b> Steps Towards Outcomes	<ul style="list-style-type: none"> <li>• Following instructions - consider any specifics around sensory impairment</li> <li>• Adapting to new environments</li> <li>• Playing with other children</li> <li>• Real world play (builder / nurse / doctor)</li> </ul>	<ul style="list-style-type: none"> <li>• Numeracy</li> <li>• Real world visits (fire stations, farms etc.)</li> <li>• 'What do you want to be when you grow up?'</li> <li>• Meeting role models</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about different careers and education options</li> <li>• Access to career related role models</li> <li>• Start to build a personal profile of interests and ambitions</li> <li>• School sessions from visitors on their careers</li> </ul>
<b>Independent Living.</b> Steps Towards Outcomes	<ul style="list-style-type: none"> <li>• Feeding and drinking</li> <li>• Toileting</li> <li>• Real world play (kitchens, DIY, cleaning)</li> <li>• Getting dressed</li> <li>• Making choices</li> </ul>	<ul style="list-style-type: none"> <li>• Washing / brushing teeth</li> <li>• Telling the time</li> <li>• Paying in shops (supervised)</li> </ul>	<ul style="list-style-type: none"> <li>• Sleep-overs and residential trips</li> <li>• Cooking at school and home</li> <li>• Understanding money – paying for snacks in school</li> <li>• Shopping</li> <li>• Moving around the school independently</li> <li>• Travel training</li> <li>• Transport and road signs</li> </ul>
<b>Community Inclusion.</b> Steps Towards Outcomes	<ul style="list-style-type: none"> <li>• Making friends</li> <li>• Social interaction</li> <li>• Visits / day trips</li> </ul>	<ul style="list-style-type: none"> <li>• Team playing</li> <li>• After school clubs</li> <li>• Weekend activities</li> <li>• Developing friendships / friendship groups</li> </ul>	<ul style="list-style-type: none"> <li>• Youth and after-school clubs</li> <li>• Learning to be safe on and offline</li> <li>• Knowing the local area</li> <li>• Walking short distances alone</li> <li>• Friendships</li> <li>• Understanding bullying</li> <li>• Managing change</li> </ul>
<b>Health.</b> Steps Towards Outcomes	<ul style="list-style-type: none"> <li>• Checks at birth (hearing etc)</li> <li>• Diet and food variety</li> <li>• Development check • immunisations</li> </ul>	<ul style="list-style-type: none"> <li>• Child obesity checks</li> <li>• Diet - making choices</li> <li>• Dentist school visit</li> <li>• Immunisations</li> <li>• Physical exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Managing minor health needs e.g. asthma</li> <li>• Starting puberty, immunisation. BCG</li> <li>• Obesity check</li> <li>• Articulating pain / health problems</li> <li>• Starting puberty</li> </ul>

## **Appendix 2 – Requirements by the end of Primary Education**

By the end of Primary Education children are expected to understand the following areas. Pupils within Springwell will have covered, and understand, these areas in a way that is commensurate with their age, aptitude and ability.

### **Families and people who care for me**

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, 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
- 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
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

### **Caring friendships**

- 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
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- 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

## **Respectful relationships**

- 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
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- 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
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

## **Online relationships**

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

## **Being safe**

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- 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 respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- 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
- where to get advice, for example family, school or other sources