



Springwood
High School

SEX AND RELATIONSHIP EDUCATION (SRE) POLICY

Approved by: Governors

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1. Our Aim

Our aim is for every child to achieve, participate and belong at Springwood High School.

This will be reflected in SRE (Sex and Relationships Education) provision by ensuring that all students have the opportunity to access SRE education appropriate to their need to equip them for adolescent and adult life in the modern world. At Springwood this is referred to as PSHE and includes British Values.

In line with the statutory guidance that came into force in September 2026. Our PSHE programme is seen as vital to ensuring a rounded education; helping students prepare for a healthy adult life and to their ability to make a positive contribution to society.

Lesson content was decided upon after consulting the views of students, parents/carers, staff, governors and relevant outside agencies including using the latest Ofsted published guidance entitled 'Introduction to requirement' from December 2025 and DfE guidance on the content of SRE from 2026 as a key source of information and guidance.

2. Rationale

- 2.1 Personal, Social and Health Education (PSHE) at Years 7 to 13 endeavours to help students to lead confident, healthy and responsible lives as individuals and members of society.
- 2.2 Through work in lessons and a range of activities across and beyond the curriculum, students gain practical knowledge and skills to help them live healthily and deal with the spiritual, moral, social and cultural issues they may face as they approach adulthood.
- 2.3 PSHE gives students opportunities to reflect on their experiences and how they are developing. It helps them to understand and manage responsibly a wider range of relationships as they mature and to show respect for the diversity of and differences between people.
- 2.4 It also develops students' well-being and self-esteem encouraging belief in their ability to succeed and enabling them to take responsibility for their learning and future choice of courses and career.
- 2.5 PSHE promotes British Values and encourages Springwood High School's core values of AMBITIOUS, STEPS and CARE. We have also introduced a Springwood Pledge which is a child friendly version of the Equality Act 2010.

3. Aims of the PSHE Programme

- 3.1 To enable all students to develop as fully as possible their interests, abilities and aptitudes.

- 3.2 To allow students to develop lively, enquiring minds so that they can be capable of independent thought and formulate their own opinions.
- 3.3 To experience and encourage an enjoyment of learning so that they may be encouraged to take advantage of educational opportunities later in life.
- 3.4 To develop appropriate skills in literacy and numeracy via weekly tutor time programme.
- 3.5 To develop programmes of study and experiences which will enhance student's self-respect and confidence and encourage them to take responsibility for themselves and their actions.
- 3.6 To provide students with the necessary skills to respond effectively to social, economic and political changes as well as changing patterns of work.
- 3.7 To develop social skills that are necessary to work successfully with other people both inside and outside of the school environment.
- 3.8 To equip students for their adult roles in society and help them to understand the responsibilities of being parents, citizens and consumers.
- 3.9 To promote interests and skills that will continue to give personal satisfaction in the use of leisure time.
- 3.10 To establish partnerships between the school and the community it serves and help to develop an understanding of the wider community and the ways in which individuals and school relate.
- 3.11 To develop a curriculum which enhances student's knowledge and experience and allows them to learn about themselves and the society in which they live, through a variety of social, moral and political issues.
- 3.12 To provide students with the experience of school as a caring, supportive community where life is enjoyable and there is equal provision of opportunity, regardless of gender, race, culture, sexuality or ability.
- 3.13 To enable students to make informed choices when considering the development of a healthy and safer lifestyle.
- 3.14 To give students the confidence to discuss difficult issues by encouraging non-judgemental participation by students and staff

4. The Context of the PSHE Curriculum

- 4.1 PSHE cannot be confined to a specific timetabled time and the schools core values should be discussed and promoted whenever the opportunity arises.

4.2 At Springwood High School PSHE is delivered within a whole school approach which includes:

- Teaching PSHE through subject/curriculum areas.
- Through PSHE activities and super learning days or one-off special events.
- Through pastoral care and guidance.

4.2.1 Discrete Curriculum Time

- 30 minutes per day is allocated to our tutor programme at Key Stage 3 and 4, and one session per week for KS5. Tutors deliver the PSHE programme. Each year group has a learning journey that maps out what is covered and a daily routine for Tutors to follow.
- Formal assemblies highlight moral, spiritual and topical issues that we want students to reflect upon.
- Super Learning Day's provide a range of services and activities, often by outside agencies when available, which are designed to support students personal, social, health and emotional wellbeing and motivate them to achieve their full potential.
- Stop the Clock assemblies follow up any issues raised in termly student well-being surveys.

4.2.2 PHSE Curriculum

- PSHE provision at Springwood High School is integrated into our student's wider curriculum experience; taking advantage of all opportunities to reinforce our values in every subject's lessons.
- Where and which subject this is covered by is shown in two documents; Springwood PSHE in Key Stage 3 and Springwood PSHE in Key Stage 4.
- In Key Stage 5, Year 12's have PSHE for 30 minutes a day for the first half term as part of their Sixth Form induction programme. Subsequently they have two 30-minute sessions a week which is in line with Year 13 provision. Delivery is via assemblies and tutorials. A programme of speakers is used to deliver some topics - this includes differentiated assemblies to meet the needs of students; for example, with university vs apprenticeship destinations. Tutors also deliver 1-1s with students for the remaining days - prioritising disadvantaged students and providing an advice and guidance service on a wide range of PSHE topics as appropriate, for example mental health, managing workload and careers planning.

4.2.3 Content

To ensure that students recognise the PSHE curriculum and its importance, the lessons are delivered using a common format; PowerPoints have the same background, display the PSHE logo and start with a retrieval quiz.

During Key Stage 3, (Years 7, 8 and 9), students start to look at the feature of different relationships, including families and romantic relationships, consent and what makes those relationships healthy and unhealthy. They also explore body changes including puberty to prepare them for later study, and learn how to stay healthy, including physical health, online behaviours and mental wellbeing.

During Key Stage 4, (Years 10 and 11), students learn how good relationships can promote mental wellbeing, how to manage their feelings positively, and how to manage changing relationships. They learn the law relating to sexual behaviour; consent, negative behaviour in relationships both physically, mentally and online; how to develop skills of assertiveness in order to resist peer pressure; and stereotyping, sex and relationships in the media including pornography; sources of advice and support; and when and where to get help, such as from a genitourinary medical clinic. Students will also learn to recognise the influences and pressures around sexual behaviour, gain advice on how to respond appropriately, and how to seek professional health advice with confidence. They learn how HIV and other sexually transmitted infections affect the body, how different forms of contraception work, the risks associated with early sexual activity and links with alcohol or drugs. Arguments around moral issues such as abortion, contraception and the age of consent are also considered.

During key Stage 5 (Years 12 and 13) PSHE focuses on equipping students with essential life skills, like greater independence and wellbeing strategies as they transition to adulthood. It deepens prior knowledge through topics like financial independence, career planning, mental health management, and healthy relationships. It serves as a final opportunity to prepare students for higher education, work, and independent living and therefore has a strong focus on careers.

5. Pastoral Care and Guidance

- 5.1 Springwood High School's pastoral system is organised into year teams. Each cohort has 10 form groups (7-11) and 12 form groups in sixth form with a form tutor that stays with their tutor group for their time at Springwood. This is overseen by a Head of Year who in turn is supported by a Year Manager.
- 5.2 Additional support is provided by Springwood's Safeguarding and Attendance Team, PP Manager, Young Carers Lead and our SENCO.
- 5.3 Each year group has an assembly once a week; either all together in the Main Hall or virtually via google classrooms, where the focus will be on Springwood's core values and PSHE issues.

- 5.4 We also have five Houses, (Blickling, Felbrigg, Holkham, Oxborough and Sandringham) each with two form groups per year. Each form group will participate in inter form/year/house competitions throughout the year including attendance, achievement points, subject and sports competitions, quizzes and dance/music/talent shows.
- 5.5 Reward activities will be organised by the Heads of Year and key staff responsible for PP, SEND and Young Carer students.
- 5.6 At the end of each academic term and year, achievement assemblies are held to celebrate students' achievement across the whole curriculum.

6. Implementation

- 6.1 Aspects of PSHE will be delivered by staff during form and subject lessons and specifically by outside agencies who are specialists in their particular field. The specialists may include Health Professionals, Police, Armed Services, Fire Brigade, Politicians, Magistrates, Theatre Groups, local Young Peoples Services and successful past students from the school and sixth form.
- 6.2 CPD for staff is delivered half-termly during year group meetings and to whole staff on staff training days. Heads of Year ensure that no member of staff is expected to deliver a topic that they find upsetting or distressing.
- 6.3 Good teaching will use a variety of methods during lessons and across various units of work. All staff are encouraged to use a variety of flexible, active learning methods:
 - Most importantly; establishing ground rules and respect.
 - Good questioning skills.
 - Working together.
 - Understanding another point of view.
 - Reflection, review and evaluation.
 - Role play.
 - Discussion and debate.
 - Voting.
- 6.4 In line with the Equality Act 2010 every effort will be made by all staff to include all students in every lesson regardless of ability, sexuality, race or religious belief and to challenge any discrimination, harassment, victimisation or any other conduct of students with a protected characteristic.
- 6.5 Sexual Identity, Sexual Orientation and LGBT. Springwood High School believes that SRE should meet the needs of all students, regardless of their developing sexuality, and that those staff delivering SRE should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue, with a view to providing reassurance and guidance. This includes informing parents of appropriate external sources of support.

7. Answering Difficult Questions

- 7.1 Teachers will be careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE.
- 7.2 Teachers will follow Springwood's Safeguarding Policy and remind students that they cannot offer unconditional confidentiality and will report anything that they believe is necessary to keeping students safe to the schools designated safeguarding lead via CPOMS.
- 7.3 Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the lesson. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question will be dealt with at another time.
- 7.4 No teacher or student will be expected to answer personal questions.
- 7.5 No one will be forced to take part in a discussion. The meaning of words will be explained in a sensible and factual manner.

8. Assessment

- 8.1 Dedicated PSHE lessons will start with a retrieval quiz that is recorded in student books and a formal termly assessment that is recorded as a percentage on Bromcom.
- 8.2 Assessments will be appropriate to the task being undertaken. In oral work or role play this may be simply an observation of the learning outcome. In some cases, there may be written evidence. Self and Peer assessment will be actively encouraged and students allowed time to reflect on their progress and achievement.
- 8.3 The minimum expectations are highlighted on every PowerPoint by a blue pen symbol and provide students and staff with the key takeaway for that lesson.

9. The Right to Withdraw Your Child

- 9.1 Parents have the right to request to withdraw their child from sex education delivered as part of PSHE in secondary schools, unless there are exceptional circumstances. However, three school terms before their child turns 16 - the legal age of sexual consent; the child themselves, may decide to receive sex education rather than be withdrawn. There is no right to withdraw from Relationships Education within PSHE, as we believe the contents of these subjects – such as family, friendship, safety (including online safety) are important for all children to know and understand.

- 9.2 A letter will be sent to parents at the start of each academic year and any parent who responds, wanting to withdraw a student for that academic year will be contacted by the PSHE Lead and a member of the Senior Leadership Team.

10. Review

- 10.1 This policy will be considered annually and formally reviewed every three years by the PSHE Lead and in consultation with the Governors, Headteacher, Heads of Department and the Heads of Year.
- 10.2 Regular samples of pupil's opinions will be collected by the PSHE lead and reported to the SLT link.
- 10.3 Parent's views are actively sought via the school website and information evenings at the start of every academic year.

Reviewed by: The PSHE Lead.