



PSHE and Relationships Education (RSE) Policy

Author, date and title	Reviewed on	Next review due date	Statutory Requirement
Ciara Dumbleton (policy overhaul)	February 2021	February 2023	Yes
Heads of School	March 2023	March 2025	Yes
Heads of School	June 2023 (one small change)	March 2025	Yes
Miss S Woodham and Heads of Schools	June 2024	March 2026	Yes
Miss S Woodham and Heads of Schools	March 2025	September 2026 (extended to match guidance due out)	Yes
Mrs C Dumbleton & Mrs S Flack (Head teachers)	June 2026	June 2028	Yes

As Values Schools, Shillington Lower and Stondon Lower ensures that all its policies, principles and practices adhere to the Values Education ethos.

We are committed to recognising, valuing and respecting the diversity of our schools’ communities. We adhere to the Local Authority’s Equal Opportunities Policy and the Equality Duty 2010. We welcome all members of the schools’ communities irrespective of race, ethnic or national origins, religious and political beliefs, gender, disability, sexuality, age, marital status and linguistic ability. We will ensure equality and value diversity, and address any unfair treatment, discrimination and prejudice.

All our schools’ policies include the Pixie class (Shillington) and the before and after school club (Both).

Head Teacher:

Date:

Chair of Governors:.....

Date:

1. How this Policy was developed:

This policy was first written by Mrs C Dumbleton & Mrs S Flack and developed in consultation with parents, teachers and other school staff, governors and the children at Shillington and Stondon Federation. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all of our children. It has been approved by the school's governing body and is reviewed annually.

2. Legal requirements of schools:

It is now a statutory requirement for primary schools to deliver Relationships Education and Health Education and the Department for Education (DfE) recommends primary schools to deliver Sex Education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science.

Health Education is also statutory in all schools.

We at Shillington and Stondon Federation acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

3. What Personal, Social, Health and Economic (PSHE) education including Relationships Education, is:

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

The school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;

7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

4. How PSHE education, including Relationships Education, is provided and who is responsible for this:

At Shillington and Stondon Federation we use Coram SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. It covers all of the DfE's statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our schools, for example, we may use our local environment as the starting point for aspects of our work.

The Head teachers work in conjunction with teaching staff in each year group (EYFS, KS1 and KS2) and are responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE and RSE confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support should discuss their training needs with the appropriate Head teacher.

Class teachers follow the suggested six half termly units provided by SCARF for each year. Lessons can be a weekly standalone PSHE lesson or be cross curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons.

We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. Assessment is completed by the class teacher using the SCARF Summative Assessment 'I can...' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge.

5. What is being taught:

The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led learning, including play. PSHE is taught through activities that are part of wider topics, as well as through everyday routines to develop personal skills such as dressing, feeding and toileting.

Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children take part in social interaction as members of small groups and, where appropriate, whole-school activities, supporting their personal, social and emotional development.

KS1 and KS2

The SCARF programme divides the year into 6 themed units (see appendix A):

1. **Me and My Relationships:** includes content on feelings, emotions, conflict resolution and friendships;
2. **Valuing Difference:** a focus on respectful relationships and British values;
3. **Keeping Myself Safe:** looking at keeping ourselves healthy and safe
4. **Rights and Responsibilities:** learning about money, living the wider world and the environment;
5. **Being My Best:** developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. **Growing and Changing:** finding out about the human body, the changes that take place from birth to old age and being safe.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Statutory Relationships and Health Education

Relationships Education and Health Education are statutory subjects in primary schools and are taught to all pupils as part of the PSHE curriculum. It's important to understand that there is no option to withdrawal from these subjects. This focuses on developing children's understanding of:

- Healthy and respectful relationships
- Friendships and families
- Personal boundaries and consent (in an age-appropriate context)
- Keeping safe, including recognising and reporting concerns

Links with National Curriculum Science

Elements of learning about the human body and development are also taught through the statutory science curriculum.

- In Year 2, pupils learn that animals, including humans, have offspring that grow into adults. They are introduced to the concepts of growth and reproduction, without detail on how reproduction occurs.

- In Year 5, pupils learn about life cycles of humans and animals, including reproduction, and the changes that take place from birth to old age, including puberty.

Sex Education

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. We interpret sex education to include learning about puberty, conception, reproduction and birth.

Some aspects of this learning are included within the statutory science curriculum and are therefore taught to all pupils.

In addition, the school provides non-statutory Sex Education, from which parents have the right to withdraw their child. This takes place in Year 6 and includes learning about human reproduction, including how a baby is conceived, either through sexual intercourse or IVF. This content is delivered in a factual, sensitive and age-appropriate way, without explicit detail.

This learning builds on pupils' prior understanding of relationships, safeguarding and puberty, and prepares them for the next stage of Relationships and Sex Education in secondary school.

6. How PSHE education, including Relationships Education, is taught:

PSHE lessons are taught by the children's class teacher once a week in their timetabled PSHE lesson. These lessons are taught in their usual class in mixed sex groupings throughout the year. Teachers use a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques to help deliver learning.

All pupils receive Relationships Education, which is delivered in line with the curriculum outlined in Section 5. Teaching is age-appropriate, inclusive and non-explicit. While Relationships Education does not include detailed teaching about sexual activity, it may address sensitive issues such as personal safety, inappropriate touch and harmful behaviour, in order to support safeguarding.

Where Sex Education is taught (as outlined in Section 5), this is delivered in a sensitive and factual manner. Parents are informed in advance and have the right to withdraw their child from non-statutory elements.

Responding to pupils' questions

Children are encouraged to ask questions within a safe, respectful and supportive environment. Teachers will answer questions honestly and appropriately, taking into account the age and understanding of the pupils and in line with the school's agreed curriculum.

If a child asks a question that:

- Goes beyond the content being taught
- Relates to Sex Education not included in the school curriculum

- Or is asked by a child who has been withdrawn from Sex Education

teachers will:

- Respond in a general, factual and age-appropriate way, without providing explicit detail
- Encourage the child to discuss the question with their parent or carer
- Use professional judgement and follow safeguarding procedures where appropriate

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. The teachers will also use a range of skills, including distancing techniques and the anonymous question box.

Support is provided to children experiencing difficulties by staff and external professionals. Members of staff can share relevant leaflets, websites and posters referring children to sources of help and advice, alongside suitable books which can be found in the library.

7. How PSHE education is monitored, evaluated and assessed:

The delivery of PSHE and RSE is monitored through lesson observations, work monitoring and pupil voice.

We use two methods of assessing learning within PSHE:

SCARF Progress

For each of the six units we carry out a specially designed pre- and post-unit assessment activity. Conducted twice, first at the beginning of the unit to determine where the children are at; and then again at the end of the unit, enabling us to monitor progress, record key points and identify areas for further development. This both teacher and child to see what progress has been made over the course of each half- termly unit of lesson plans.

SCARF Success

At the end of a unit, we consider a range of 'I can' statements, which summarise children's learning against the unit's key learning outcomes.

This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject leads. The work of the subject leads also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject.

The PSHE subject leads give the head teachers an annual summary report in which teaching and learning of the subject is evaluated. Areas for development are also identified.

8. How the delivery of the content will be made accessible to all children:

It is not our school's policy to withdraw children with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all children are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE takes into account the targets set for individual children in their Individual Education Plans (IEPs).

SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all children; whatever their gender identity. All children learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Research shows that, on average, about 10%* of pupils will go on to define themselves as gay, lesbian or bi-sexual. It is possible that some children will also have gay, lesbian, bisexual, pansexual or transgender parents/carers, brothers or sisters, other family members and/or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise children's awareness of diversity and promote respectful relationships with those who are different from them.

Please refer to the school's website to see the school's policy on anti-bullying, equality, diversity and inclusion for further information.

9. Parental concerns and withdrawal of children:

Parents do not have the right to withdraw their children from relationships education. Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our schools teach. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.

* <https://www.stonewall.org.uk/news/new-stats-reveal-that-lesbian-gay-and-bisexual-people-are-a-growing-part-of-uk-society>

Before granting a request to withdraw a child/ren, the head teacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head of school or head teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

It is statutory for our school to show parents examples of the resources we plan to use upon request. Ongoing communication with parents about what is planned to be taught and when, will be provided through curriculum plans which are shared on our website. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about its own families' values in regards to relationships and sex alongside the information they receive at school.

10. Dissemination of the Policy

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy or the policy should make a request to the school office.

11. Policy Review and Development Plan

The policy will be reviewed every three years, in consultation with parents, teachers and other school staff, governors and pupils.

12. Sources of Further Information This policy has drawn on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)
- Creating a PSHE education policy for your school, The PSHE Association (September 2018)
- Sex and Relationships Education (SRE) for the 21st Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance' (July 2025)

- PSHE Association 'Writing and updating your school's Relationships and Sex Education (RSE) Policy' (October 2025)
- DfE 'Keeping Children Safe in Education' (September 2025)
- Ofsted Education Inspection Framework (November 2025)

Appendix A: SCARF long term overview (changes related to the updated guidance 2025 highlighted)

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities & difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets & touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls & boys – similarities & difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing & celebrating difference Developing respect & accepting others Bullying & getting help	How our feelings can keep us safe – inc. online safety Safe & unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene & health Cooperation	Getting help Becoming independent My body parts Taking care of self & others
Y2	Bullying & teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind & helping others Celebrating difference People who help us Listening Skills	Safe & unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving & spending	Growth Mindset Looking after my body Hygiene & health Exercise & sleep	Life cycles Dealing with loss Being supportive Growing & changing Privacy
Y3	Cooperation Online rules & restrictions Online behaviours Friendship (respectful relationships) Coping with loss	Recognising & respecting diversity Being respectful & tolerant My community Bullying, inc. online	Managing risk Decision-making skills Drugs & their risks Staying safe online Digital literacy	Helping & being helped Looking after the environment Managing money Developing critical thinking	Keeping myself healthy & well Celebrating & developing my skills Developing empathy	Changing bodies & puberty Keeping safe Safe & unsafe secrets Relationships, inc. online

<p>Y4</p>	<p>Healthy relationships Listening to feelings Bullying Assertive skills</p>	<p>Recognising & celebrating difference (inc. religions & cultural) Understanding & challenging stereotypes</p>	<p>Managing risk inc. online Understanding the norms of drug use (cigarette & alcohol use) Influences Online safety & behaviours</p>	<p>Making a difference (different ways of helping others or the environment) Media influence & digital literacy Decisions about spending money</p>	<p>Having choices & making decisions about my health Taking care of my environment My skills & interests</p>	<p>Body changes during puberty Managing difficult feelings Relationships inc. marriage</p>
<p>Y5</p>	<p>Feelings Friendship skills, inc. compromise Assertive skills Cooperation Recognising emotional needs</p>	<p>Recognising & celebrating difference, inc. religions & cultural Critical digital awareness Online Bullying & self esteem</p>	<p>Online safety Bullying inc. online Norms around use of legal drugs (tobacco, alcohol) Decision-making skills</p>	<p>My health rights, respect & duties Making a difference Decisions about lending, borrowing & spending Media manipulation Artificial Intelligence</p>	<p>Growing independence & taking ownership Keeping myself healthy Media awareness & safety My community</p>	<p>Managing difficult feelings Managing change How my feelings help keeping safe Getting help</p>
<p>Y6</p>	<p>Assertiveness Cooperation Safe/unsafe touches Positive relationships</p>	<p>Recognising & celebrating difference Recognising & reflecting on prejudice-based bullying Bystander behaviour Gender stereotyping</p>	<p>Understanding emotional needs Staying safe online Digital footprint Drugs: norms & risks (inc. the law)</p>	<p>Understanding media bias Digital critical thinking Caring: communities & the environment Earning & saving money Understanding democracy</p>	<p>Aspirations Managing risk Looking after wellbeing Digital literacy & critical thinking skills</p>	<p>Coping with changes Keeping safe inc. online AI/ deep fakes Body Image Sex education Self-esteem</p>