Henry Chichele Primary School

PSHE and RSE Policy

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How this Policy was developed

This policy was written by Vicki Cave (PSHE Lead) and developed in consultation with parents, teachers and other school staff, governors, and the pupils at Henry Chichele Primary School. We listened to and responded to all views to help strengthen the policy, ensuring that it meets the needs of all of our pupils. It has been approved by the school's governing body.

Legal requirements of schools

It is now a statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) recommends primary schools to deliver Sex Education in year 5 and 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 Henry Chichele Primary school 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 and Economic (PSHE) education provision.

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

Our PSHE education provides a framework though which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement. It helps children to stay safe online, develop healthy and safe relationships, make sense of media messages, challenge extreme views and have 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 school's entire 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 needed and develop the self-esteem, confidence and self-awareness required 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.

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

At Henry Chichele Primary School we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. An overview of SCARF can be found in our appendices below. It covers all of the DfE's new 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 school, for example, we may use our local environment as the starting point for aspects of our work. The school council are also consulted as part of our planning, to ensure pupil voice in considered and fed into the planned programme.

Our PSHE subject lead, Vicki Cave, works in conjunction with teaching staff in each year group and the phase leads (EYFS, KS1, LKS2 and UKS2) and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education 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 contact the PSHE subject lead in the first instance to discuss their training needs.

Class teachers follow the suggested six half termly units provided by SCARF for each year. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis.

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.

What is being taught?

The SCARF medium term planning for both Key stage 1 and 2 and the Early Years Foundation Stage (see Appendix 2).

The Early Years Foundation Stage:

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught both directly through whole class inputs and through activities that are part of topics, as well as on an individual basis 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 are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

KS1 and KS2:

The SCARF programme divides the year into 6 themed units:

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.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

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. Within our non-statutory sex education that takes place in Y6 children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

In addition, Year 6 have a visit from Re-solv in Term 6 which focuses on thinking more about the decisions we make, recognising risks and the consequences of our actions in relation to drugs and solvent abuse. Year 5 and Year 6 will take part in a RSE Day workshop delivered by a highly skilled educator working for SCARF. The workshop combines the themes of keeping safe, relationships, and growing and changing.

How PSHE education, including Relationships Education, is taught

PSHE lessons are taught by the class teacher once a week in their timetabled PSHE lesson, throughout the year using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment highlighting the importance of confidentiality at the beginning of lessons or topics. The teachers will also use a range of skills, including distancing techniques and the anonymous question box. Teachers will answer children's questions factually and honestly in an age-appropriate way and respond to any disclosures following the school's safeguarding procedures and child protection policy which can be found on the school website under polices.

Support is provided to children experiencing difficulties on a one-to-one basis, via our inclusion team.

How PSHE education is monitored, evaluated and assessed

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. We use these to aid our teacher assessment grades.

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 lead. The work of the subject lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject.

The PSHE education subject lead has allocated management time, enabling them to review evidence of the children's work, lessons taught and monitor any assessments made.

How the delivery of the content will be made accessible to all pupils

Lesson content will be adapted, and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE considers 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 pupils. All pupils in KS2 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 or is gender questioning, 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.

Our PSHE education teaches pupils about LGBT with 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 pupils' awareness of diversity and promote respectful relationships with those who are different from them.

Please request to see the school's policy on anti-bullying, equality, diversity and inclusion for further information. This can be found on the school website under policies.

Parental concerns and withdrawal of students

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education. 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 able to view our resources and discuss any concerns with our staff.

Before granting a request to withdraw a child, the head teacher and Vicki Cave (PSHE Lead) 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 teacher and Vicki Cave 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.

We advise parents to view the resources in the appendix below 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 their own families' values in regards to relationships and sex alongside the information they receive at school.

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 to be provided in another language or format, should make a request to the school office. Should the policy be required in other languages, please contact the school office.

Should further information about PSHE education be required, please contact the PSHE education lead Vicki Cave.

Policy Review and Development Plan

The policy will be reviewed every year by the Head teacher and Subject lead, in consultation with parents, teachers and other school staff, governors and pupils.

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 DfE (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)
- Osted Education Inspection Framework (November 2025)

This policy should be read in conjunction with the following:

- School's own Safeguarding and Child Protection policy (inc. responding to disclosures)
- School's own Anti-bullying policy

- School's own Equality and inclusion policy
- DfE 'Keeping children safe in education' (2025)

Appendix 1

Relationships and sex education (RSE) and health education

- https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education
- Coram Life Education Online Teaching and Learning Training Film Clips and RSE Guidance Document: supports schools in organising and delivering RSE with confidence. Available as part of the SCARF online comprehensive Relationships Education and Health Education curriculum resources:
- https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacher-resources-guidance-documents-and-training-films (password protected).
- How to answer children's questions that go beyond the planned curriculum - https://www.coramlifeeducation.org.uk/scarf/lesson-plans/rse-films-supporting-teaching-and-learning.

PSHE Association PSHE Policy Guidance

- https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-pshe-education-policy-your-school (members only)

Relationships and Sex Education

- Sexwise - up-to-date information on all aspects of sexual and reproductive health
- Abuse in relationships: Disrespect NoBody (Home Office and Government Equalities Office) from PSHE
- Consent: PSHE Association lesson plans
- LGBT inclusivity: Stonewall lesson plans and materials for primary and secondary
- Public Health England website - resources covering relationships and bullying, alcohol, smoking, stress, body image, with videos made by young people and resources tested with teachers
- Example model secondary curricula from Catholic Education

Mental health

- Mental health and emotional wellbeing: PSHE Association lesson plans
- MindEd educational resources on children and young people's mental health

Online safety

- Education for a Connected World: UKCCIS framework of digital knowledge and skills for different ages and stages

- Sexting: UKCCIS advice for schools on preventative education and managing reports of sexting
- Thinkuknow - the education programme from National Crime Agency (NCA)-Child Exploitation Online Programme (CEOP), which protects children both online and offline. The site offers materials for parents, teachers and pupils on a wide range of online safety issues and facts about areas such as digital footprints, recognising fake websites and checking URLs.

Appendix 2

coram Life Education SCARF

PSHE long-term plan

(Units include lesson plans that cover all the DfE statutory requirements for Relationships Education and Health Education).

Year/Half-termly unit titles	1 Being my Best	2 Rights and Responsibilities	3 Me and my Relationships	4 Valuing Difference	6 Keeping Myself Safe	5 Growing and Changing
EYFS	Keeping by body healthy – food, exercise, sleep Growth Mindset	Looking after things: friends, environment, money	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe. People who help to keep us safe.	Cycles Life stages
Y1	Growth Mindset Keeping by body healthy	Taking care of things: Myself My money My environment	Feelings Getting help Classroom rules	Recognising, valuing and celebrating difference Developing tolerance and respect	How our feelings can keep us safe Keeping healthy Medicine Safety	Getting help Becoming independent My body parts
Y2	Growth Mindset Looking after my body	Cooperation Self-regulation	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Listening Skills	Appropriate touch Medicine safety	Life cycles Dealing with loss Being supportive
Y3	Keeping myself healthy Celebrating and developing my skills	Skills we need to develop as we grow up Helping and being helped	Cooperation Friendship (including respectful relationships)	Recognising and respecting diversity Being respectful and tolerant	Managing risk Drugs and their risks Staying safe online	Relationships Keeping safe
Y4	Having choices and making decisions about my health Taking care of my environment	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Recognising feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences	Menstruation Managing difficult feelings Relationships including marriage
Y5	Growing independence and taking responsibility Media awareness and safety	Rights and responsibilities Rights and responsibilities relating to my health Decisions about lending, borrowing and spending	Feelings Friendship skills, including compromise Assertive skills	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including staying safe online Norms around use of legal drugs (tobacco, alcohol)	Managing difficult feelings Managing change Getting help Body changes during puberty
Y6	Aspirations and goal setting Managing risk	Understanding media bias, including social media Caring: communities and the environment Earning and saving money	Assertiveness Cooperation Safe/unsafe touches	Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour	Emotional needs Staying safe online Drugs: norms and risks (including the law)	Keeping safe Body Image Self esteem