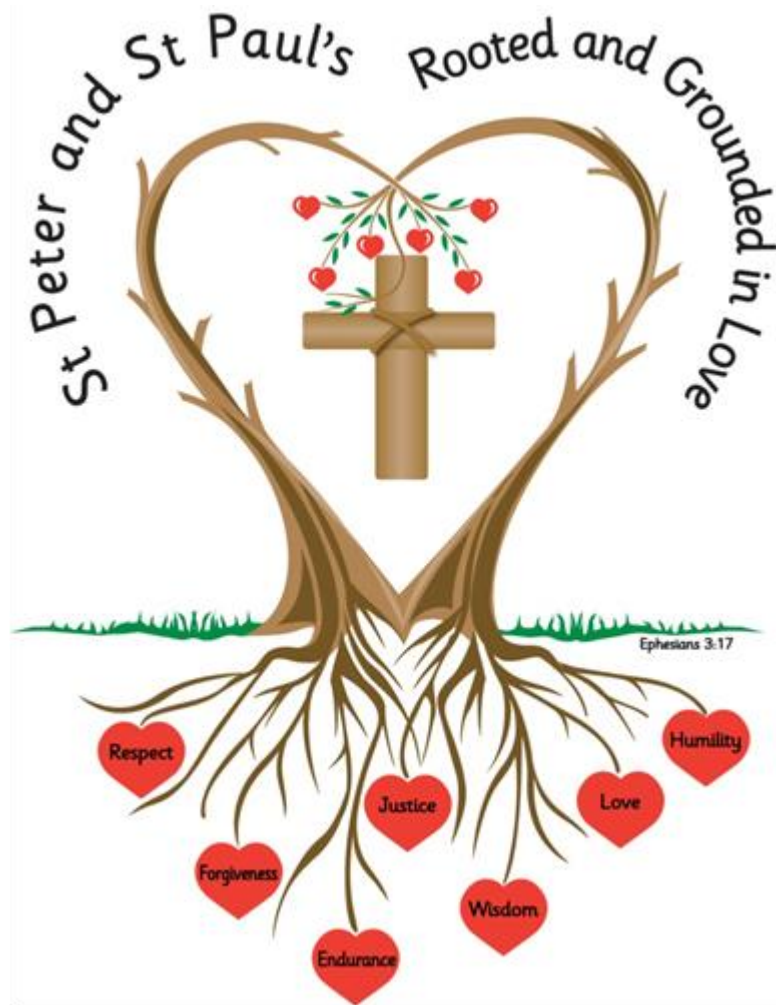




St Peter and St Paul's
Church of England Primary School

PSHE & RSE Policy

Rooted and grounded in the love of God, St. Peter & St. Paul's Church of England Primary School is a vibrant, inclusive community, where every person is empowered to reach their full potential. Guided by our Christian values and the teachings of Jesus, together, we aim to grow into good citizens of heaven and earth. We strive to cultivate a nurturing environment that inspires everyone to develop a lifelong love of learning, grow in character, and make a positive impact on the world around us, working together to be a good neighbour to all.

1. How this Policy was developed

This policy was written by Heather Crossley PSHE lead and developed in consultation with parents, teachers and other school staff, governors and the pupils at St Peter & St Paul's C of E Primary School. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all our pupils.

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 St Peter & St Paul's CE 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 Economic (PSHE) education provision.

3. Definitions

Relationships Education is the programme of work that forms part of the basic curriculum. It covers all types of relationships including online, peer to peer, family and carer relationships. It also covers respect for others and staying safe.

Sex Education is a programme of work that covers romantic relationships, marriage, puberty and human reproduction.

Health Education (See PSHE and Science policies) is a programme of teaching about puberty, physical health and fitness, healthy eating, mental wellbeing, drugs, alcohol and tobacco.

The Science curriculum covers human reproduction.

4. Personal, Social, Health and Economic (PSHE) education including Relationships Education within school:

Our PSHE education, including statutory Relationships and Health 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.

5. How PSHE education, including Relationships Education is taught.

At St Peter & St Paul's CE 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. It covers all of the DfE's statutory requirements for Relationships Education and Health

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.

Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films.

Class teachers follow the suggested six half termly units provided by SCARF for each year.

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.

Pol Ed is also used as a resource to support our work and this supports schools in delivering expertly planned lessons designed to develop a deep awareness of risks, citizenship and the law. This is a full PSHE programme from EYFS available in purchasing force areas, which is fully aligned to statutory RSHE guidance and wider PSHE objectives. Pol-Ed includes lessons, assemblies, assessment resources, and curriculum documentation to fully support schools in keeping pupils safe.

6. What is being taught

In the appendices can be found the SCARF medium term planning for both Key stage 1 and 2 and the Early Years Foundation Stage.

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 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.

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. Our statutory sex education that takes place in Year 5 and Year 6 is delivered by a member of staff from the Coram Scarf. 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.

7. How often PSHE education, including Relationships Education, is taught

PSHE lessons are taught once a week, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques.

Teachers will answer children's questions factually and honestly in an age-appropriate way and respond to any disclosures following the schools safeguarding procedures / child protection policy which can be found on the school website.

Support is provided to children experiencing difficulties on a one-to-one basis, via our pastoral support intervention.

8. PSHE education is monitored, evaluated and assessed

We use three methods of monitoring and assessing learning within PSHE At St Peter & St Paul's CE Primary School we assess learning 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.

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.

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

It is not our school's policy to withdraw pupils with special educational needs from PSHE education. 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 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 Learning Plans (ILPs).

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 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.

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.

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.

10. Parental Involvement

Parents have been consulted about the changes to the PSHE/RSE curriculum in 2025 and as a result of this, we have decided that the sex education we provide will be in years 5 and years 6 by Coram Education.

Parents are invited to a workshop before these sessions take place and can view any resources that will be used.

11. 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 or Health 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 invited to view our resources and discuss any concerns with our staff.

Before granting a request to withdraw a child/ren, the head teacher will invite the parent to discuss the request with themselves and the PSHE Lead to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The 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.

Parents are informed that they can see examples of the resources we plan to use and are kept informed about learning that will take place in each class. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home and they are signposted to information on our website. It is valuable for a child's development to learn about their own family values in regards to relationships and sex alongside the information they receive at school.

12. Monitoring of PSHE/RSE

The subject lead/SLT/Link Governor will monitor provision through:

- Learning Walks
- Pupil Discussion
- Scrutiny of class floor books

13. Road Safety

From September 2026, road safety education will become part of the statutory RSE curriculum, providing schools with an important opportunity to help children develop the knowledge and skills needed to travel safely and confidently.

Road safety remains a significant issue in Lancashire, with children continuing to be killed or seriously injured on our roads. This highlights the importance of equipping young people with safer travel habits from an early age.

At St Peter & St Paul's we will continue to use Lancashire's

- Right Start Pedestrian Training for Key Stage 1 pupils.
- Key Stage 2 and SEND scheme of work

14. Policy sharing

This policy will be made accessible to parents, teachers and 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 further information about PSHE/RSE education be required, please contact the PSHE education lead Heather Crossley.

15. Sources of Further Information

This policy has drawn on:

- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance' (July 2025)
- DfE 'Keeping Children Safe in Education' (September 2026)

16. Related Policies

- Safeguarding / Child Protection Policy (inc. responding to disclosures)
- DfE 'Keeping Children Safe in Education' (latest version)
- Online Safety Policy
- Behaviour and Anti-bullying Policy
- Equality Policy and Objectives

17. 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.

Date of policy: September 2026

Mrs H Crossley

PSHE/RSE Lead

Appendices

Coram SCARF Planning

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