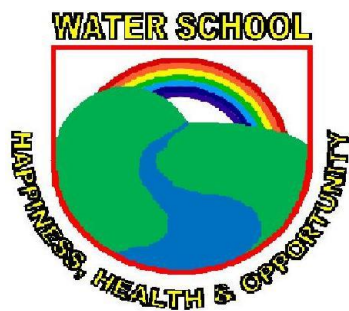




Member of staff responsible: Miss Michelle Launder

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Personal, Social, Health and Economic Education (PSHE) and Relationship and Sex Education Policy (RSE)

“It is vital that when educating our children’s brains, we do not neglect to educate their hearts.”

-Dalai Lama

Mission Statement

‘Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.’

Secretary of States foreword from the DfE.

At Water School our aim is to teach, inspire, motivate and nurture the next generation of creative and critical thinkers. We work in partnership with parents and the community to achieve the highest standards. Our main goal is to encourage our children to be resilient, respectful and independent learners, who are equipped for lifelong learning. Through stimulating, safe learning environments and excellent opportunities to succeed in and out of the classroom, we encourage children’s progress and achievements.

How this Policy was developed

This policy was written by Miss Michelle Launder, PSHE Lead, and developed in consultation with parents, teachers and other school staff, governors and the pupils at Water primary School. We have listened 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 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 Water Primary School, we 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.

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 programme, built around a spiral curriculum of recurring themes, designed to:

- Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
- Encourage and support the development of social skills and social awareness;
- Enable pupils to make sense of their own personal and social experiences;
- Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- Enable effective interpersonal relationships and develop a caring attitude towards others;
- Encourage a caring attitude towards and responsibility for the environment;
- Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
- 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 Water Primary School, we use 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.

Our PSHE subject lead, Miss Michelle Launder, works in conjunction with teaching staff in each year group, 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. Lessons take place weekly, both standalone PSHE lessons and they are also cross-curricular. 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. 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. At Water Primary School, we also assess the children using our Balance Wheel and recording this on each child's Learning Journey.

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 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:

Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;

Valuing Difference: a focus on respectful relationships and British values;

Keeping Myself Safe: looking at keeping ourselves healthy and safe

Rights and Responsibilities: learning about money, living the wider world and the environment;

Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;

Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

We have designed our Long-Term Plan, based on our School Values and Motto of Happiness (Spring Term), Health (Autumn Term) and Opportunity (Summer Term). Each term, there is also a focus on a British Value and a Protected Characteristic.



PRIMARY PSHE EDUCATION: LONG-TERM PLAN

Water Primary School 2026/27

(All new planning/resources from SCARF Website in the sequence set out below)



	Autumn: Health and Wellbeing (Health)		Spring: Relationships (Happiness)		Summer: Living in the Wider World (Opportunity)	
Prot Cha	Pregnancy and Maternity	Disability Age Sex	Marriage and Civil Partnerships	Race Religion and Belief	Gender Reassignment	Sexual Orientation
Brit Val	Democracy	Mutual Respect	Rule of Law	Tolerance of those with different faiths and beliefs	Individual Liberty	Consolidation of all
EYFS	Growing and Changing	Keeping Safe	Me and My Relationships	Rights and Respect	Valuing Difference	Being my Best
Year 1	Growing and Changing	Keeping Safe	Me and My Relationships	Rights and Respect	Valuing Difference	Being my Best
Year 2	Growing and Changing	Keeping Safe	Me and My Relationships	Rights and Respect	Valuing Difference	Being my Best

Year 3	Growing and Changing	Keeping Safe	Me and My Relationships	Rights and Respect	Valuing Difference	Being my Best
Year 4	Growing and Changing	Keeping Safe	Me and My Relationships	Rights and Respect	Valuing Difference	Being my Best
Year 5	Growing and Changing	Keeping Safe	Me and My Relationships	Rights and Respect	Valuing Difference	Being my Best
Year 6	Growing and Changing	Keeping Safe	Me and My Relationships	Rights and Respect	Valuing Difference	Being my Best

Planning and timetabling

- Every class has a timetabled session of PSHE every week. PSHE is taught in year groups. Through these lessons, we cover the New National Curriculum guidance for PSHE.
- In addition to this, PSHE is also taught within other subject areas and as part of cross-curricular projects.
- PSHE will also be addressed on a daily basis as questions and incidents arise. At times, teachers may choose to hold an additional circle-time session in response to a particular event or issue.
- Whole school and class assemblies provide opportunities to enhance pupils' spiritual, moral, social and cultural development, promoting our school's values and celebrating achievement, as well as focusing on British Values and Protected Characteristics.
- Through the use of journals, children and adults can track progress and areas of support/ guidance/ extra teaching can be identified.

Curriculum Design

Our PSHE programme is an integral part of our whole school PSHE education provision and will cover all relevant objectives highlighted above. We will ensure PSHE is matched to the needs of our pupils by regularly reviewing the objectives and activities set, highlighting needs and assessing each child individually. Our PSHE programme will be taught through a range of teaching methods and interactive activities.

The SCARF resources will be used from Year 1 up to Year 6. The programme covers all necessary approaches to relationship education, using online plans, videos and work to fit the needs of all pupils. All objectives and lessons are planned around the DfE guidance and statutory requirements and have been checked and PSHE Association Quality Assured. We also ensure that the teaching in our classrooms is age and developmentally appropriate to the children in our care.

-Within the Autumn term (Health), all teachers will focus on covering the statutory and non-statutory objectives linked to the 'Health' aspect of the curriculum- linking directly to the first of our school motto.

-Within the Spring term (Happiness), all teachers will focus on covering the statutory and non-statutory objectives linked to the 'Relationships' aspect of the curriculum- linking directly to the second part of our school motto.

-Within the Summer term (Opportunity), all teachers will focus on Living in the Wider World, which although is mostly non-statutory, is still of vital importance to our children and links directly with the 'Opportunity' aspect of our motto.

Teaching and learning

A range of teaching and learning strategies is used:

- During timetabled PSHE time, an emphasis is placed on active learning through planned discussions, Circle-time, investigations, role-play activities, puppets, group-work and problem-solving.
- All teachers will endeavour to provide a safe learning environment through the establishment of clear Ground Rules which are made explicit to the children and reinforced consistently.
- Visiting speakers such as the police, fire brigade, parents (such as GPs/nurses) and health workers also contribute to the taught curriculum.
- Beyond timetabled PSHE lessons, pupils are supported in applying the skills they are learning, in real-life situations as they arise: e.g. resolving conflicts; working a part of a group on a project.
- Children are encouraged to take part in a range of practical activities to promote active citizenship, e.g. charity fund-raising; the planning of special events at school; school council meetings, and by taking on roles of responsibility for themselves and for others and for the school.

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.

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.

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 the chance to ask anonymous questions. 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 on our school website.

Support is provided to children experiencing difficulties on a one-to-one basis, by their class teacher or the PSHE lead, Miss Michelle Launder.

How PSHE education is monitored, evaluated and assessed

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. 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.

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 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 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), Personalised Provision Plans (PPPs) and EHCP (Education and Health Care Plan).

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. 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.

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 pupils will also have LGB 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 pupils' awareness of diversity and promote respectful relationships with those who are different from them.

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 Headteacher, Miss McKay or the PSHE Lead, Miss Launder, 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. We 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. We will provide opportunities for parents to view examples through parent forums, that take place annually and as and when requested by a parent. 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 family's 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, Miss Michelle Launder.

Policy Review and Development Plan

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