

St Oswald's C of E Primary School

# PHSE and RSE Policy



**Policy Approved:** May 2026

**Next reviewed:** May 2029

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Life Education

**SCARF**

This policy seeks to outline the approach used at St Oswald's when teaching Personal, Social, Health and Economic Education (PHSE), including Relationships and Sex Education (RSE).

At St Oswald's we value every child as a unique individual. We are committed to supporting them to keep themselves safe and healthy, both physically and mentally. We wish to equip them with the skills they need to understand risks and dangers through a curriculum which is preventative and includes social, health and financial education. We support our children in building strong, healthy relationships and recognise how these change as they grow. PHSE is fundamental to how we help our children flourish.

Members of staff responsible for PSHE Education:

- Matilda Brown - Headteacher
- Selina Ingram - PHSE lead
- Lisa Thomson - Learning Mentor
- Thea Jenkins - Thrive Practitioner

### **1. How this Policy was developed**

This policy was written by the headteacher and developed in consultation with parents, teachers and other school staff, governors and the pupils at St Oswald'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 of our pupils. It has been approved by the school's governing body.

### **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 Oswald's C of E Primary School 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. 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 support pupils in:

1. Developing the self-esteem, confidence and self-awareness to make informed choices and decisions. This curriculum is designed to be preventative.
2. Encouraging and supporting the development of social skills and social awareness;
3. Enabling pupils to make sense of their own personal and social experiences;
4. Promoting responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enabling effective interpersonal relationships and develop a caring attitude towards others;
6. Encouraging a caring attitude towards and responsibility for the environment;
7. Helping our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understanding how society works and the laws, rights and responsibilities involved.
9. Understanding how they will change as they grow using the correct vocabulary to refer to their bodies.
10. Understanding key themes and issues regarding safety online.

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 St Oswald's C Of E Primary School we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. An overview of the curriculum can be found in appendix 1. 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. Additionally, we have adapted this curriculum to ensure that it is clear where these key areas are being accessed:

- Mental wellbeing
- Preventative curriculum
- British Values

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 is considered and fed into the planned programme.

We also use the following resources as part of our teaching:

- Pol Ed, which is produced by the Police to support schools further in delivering curriculum content related to crime, law of rule and keeping ourselves safe.
- NSPCC resources to support curriculum coverage relating to both mental wellbeing, safe touch and safe people in our lives.
- Amaze.org in support of Growing and Changing
- <https://www.gov.uk/government/publications/teaching-online-safety-in-schools/teaching-online-safety-in-schools>

Our PSHE subject lead works in conjunction with teaching staff in each year group and the phase leads (EYFS, KS1 and KS2) 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.

The PHSE lead and curriculum lead have worked with the SCARF curriculum to ensure that it meets the needs of our school, creating our Long Term Plan which includes all the key learning, additional resources, focus days (e.g. children's mental health week) and have selected which SCARF lessons will be taught where.

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

In the appendices can be found the SCARF medium term planning for both Key stage 1 and 2 and the Early Years Foundation Stage as well an overview of our Science programmes of study.

### 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; online relationships.
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe, including online.
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 curriculum, non-statutory sex education that takes place in Year 6 when 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.

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

PSHE lessons are taught by their class teacher once a week in their timetabled PSHE lesson, 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. In year groups where teaching would benefit from delivery, in part, by someone with the same personal experiences then we try to facilitate that where it is possible. However, we encourage children and staff to be empathetic towards the experiences of both sexes.

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. 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 website.

Support is provided to children experiencing difficulties on a one-to-one basis, via our pastoral team, or from the class teacher if this is the child's preference. If the class teacher feels any child has been upset or concerned during any PHSE lesson, they will call to discuss with parents and may instigate additional support via the Inclusion Team if necessary.

Relevant leaflets, websites and posters are shared electronically with parents throughout the year by the Inclusion Team 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

We use three methods of monitoring and assessing learning within PSHE at St Oswald's C of E Primary School:

- *Work is often produced collaboratively to facilitate discussion.*
- *PHSE is collated in floor books to show evidence of the children's idea.*
- *Work is assessed through teacher's assessing both verbal contribution and work produced individually or in groups.*
- *The Thrive and Pastoral teams contribute to PHSE assessments where they work with children on particular areas of the curriculum.*
- *SCARF pre and post learning assessments are used to assist the teacher in making their judgement (see below).*

### Measuring 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.

### Measuring 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 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 gives the head teacher an annual summary report in which teaching and learning of the subject is evaluated. Areas for development are also identified. The PSHE education subject lead has specially-allocated regular management time, enabling them to review evidence of the children's work and monitor any assessments made.

### **8. 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 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 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%<sup>1</sup> 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.

Please see the school's policies on anti-bullying, equality, diversity and inclusion for further information. These are available on the school website.

## **9. 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 them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher 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 class / year group meetings either face to face or virtually. Ongoing communication with parents about what is planned to be taught and when, will be provided through termly letters home. 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

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<sup>1</sup> <https://www.stonewall.org.uk/news/new-stats-reveal-that-lesbian-gay-and-bisexual-people-are-a-growing-part-of-uk-society>

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 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.

## **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. It is reviewed annually for minor alterations without consultation.

## **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 21<sup>st</sup> 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)

This policy should be read in conjunction with the following:

- St Oswald's Safeguarding and Child Protection Policy.
- St Oswald's Behaviour Policy (includes anti-bullying statement)
- St Oswald's Equality and Diversity Policy

- DfE 'Keeping children safe in education' (2025)
- St Oswald's Harmful Sexual Behaviours and Child on Child Abuse Policy

#### Useful resources / Appendix

- Appendix 1 – Curriculum Overview

This can be found at [PSHE – St Oswald's C of E Primary School Guiseley](#)

- Appendix 2 – SRE Curriculum Coverage 2026

This can be found at [PSHE – St Oswald's C of E Primary School Guiseley](#)

- Appendix 3 – SRE journeys