

Gossops Green Primary School



PSHE (with RHE) Policy

Approved by: Local Governing Body
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Staff Members Responsible: PSHE Leads
Link Governor: Mrs N Aslam

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1. How this policy was developed

This policy was written by PSHE (Personal, Social, Health Economic Education) leaders and developed in consultation with parents, teachers and other school staff, governors and the pupils at Gossops Green Primary School. All views have been listened to and responded to, to help strengthen the policy, ensuring that it meets the needs of all pupils. It has been approved by the school's Local Governing Body.

2. Legal requirements of schools

It is now a statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born.

Gossops Green Primary School acknowledges that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum and wishes to have a policy that not only covers the statutory content but covers all aspects of our PSHE education provision.

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

The PSHE education, including statutory RHE (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 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 planned PSHE program, built around a 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 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

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.

Gossops Green Primary School use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. SCARF stands for: *Safety, Caring, Achievement, Resilience and Friendship* ([SCARF: Safety, Caring, Achievement, Resilience, Friendship \(www.coramlifeeducation.org.uk\)](http://www.coramlifeeducation.org.uk)). This programme 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.

The six suggested half-termly units are adapted where necessary to meet the local circumstances of the school, for example, the local environment may be used as the starting point for aspects of work. The school council group, known as the 'Change Champions', are also consulted as part of the planning, to ensure pupil voice is considered and fed into the planned programme.

Our PSHE subject leaders work in conjunction with teaching staff in each year group and are 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 are expected to follow the six half-termly units provided by SCARF for each year. Each lesson plan lists the specific learning objectives for each lesson and provides support for how to teach the lessons; class teachers and our PSHE leads often discuss this on an informal basis.

We have chosen SCARF as the PSHE resource for how 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 pre unit and post unit assessment activities, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge.

5. What is being taught

Curriculum Maps for both Key Stage 1 and 2 and the Early Years Foundation Stage are continually used and reviewed by teachers. The Curriculum Intent and Implementation are available on our website.

5.1 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 the six themed PSHE units, 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.

5.2 Key Stages 1 and 2

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 Year two, 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 year five, 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 the non-statutory sex education that takes place in year six children will learn about how a baby is conceived, whether through sexual intercourse or via In Vitro Fertilisation (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, drama techniques and class discussion.

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. Teachers will answer children's questions factually (using the scientific names) 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.

7. How PSHE education is monitored, evaluated and assessed

Two methods of monitoring and assessing learning are used within PSHE at Gossops Green Primary School:

SCARF Progress: For each of the six units a specially designed pre- and post-unit assessment activity is carried out. 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 monitoring of progress, recording of key points and identifying areas for further development. This enables both the teacher and the 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 teachers consider a range of '*I can*' statements, which summarise the children's learning against the unit's key learning outcomes.

In KS1 and KS2, the children's learning journey will be evidenced using a 'floor book' in each class. Teachers will use pupil voice, photos and examples of work enabling children to take ownership of this assessment tool. This method of recording also supports the teacher to assess progress for the class.

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

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

It is not the 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 contributes 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.

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.

Gossops Green Primary School ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn 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.

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

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 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 the resources and discuss any concerns with staff.

Before granting a request to withdraw a child/ren, a right to withdraw form (see appendix 1) must be submitted to the Principal. The Principal will then invite the parent/carer to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The Principal will discuss with the parent/carer 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.

Parents/Carers 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 the school to show parents/carers examples of the resources that are planned to be used. Ongoing communication with parents about what is planned to be taught and when, will be provided. Parents are advised 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 their own family's values in regard 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, other school staff, 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 the PSHE curriculum be required, please contact the PSHE Leaders.

11. 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)

12. Links to other policies

This policy should be read in conjunction with the following ([Policies | Gossops Green Primary School](#)):

- Child Protection and Safeguarding Policy
- Behaviour Policy (including Anti-Bullying)
- Keeping Children Safe in Education (latest version)
- SEND Policy
- TCT Equalities Policy & Statement of Objectives



Parent non-statutory withdrawal form

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and health education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	