



PSHE and RSE Policy
Reviewed August 2026

School Vision

We shine like stars to achieve and make a difference in the world, knowing that with God, all things are possible.



PSHE & RSE Policy

1. How this policy was developed

This policy has been reviewed and updated by Mrs S. Waller, in consultation with school leaders, teachers, governors and, where appropriate, pupils. It builds on the school's existing PSHE and Relationships Education provision and has been updated to reflect the Department for Education's revised statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education, which comes into force from 1 September 2026, together with the current SCARF programme provided by Coram Life Education.

The policy reflects the school's Christian ethos while recognising and respecting the different family structures, cultures, beliefs, backgrounds and circumstances represented within our school community.

2. Legal and statutory requirements

Aspull Church Primary School provides a broad and balanced curriculum which includes statutory Relationships Education and Health Education, alongside the wider PSHE curriculum. In primary schools, Relationships Education is statutory and Health Education is statutory for state-funded schools. Primary sex education is not compulsory; however, the Department for Education recommends that primary schools provide an age-appropriate programme that prepares pupils for adolescence and supports their transition to secondary school.

The school has regard to the Department for Education's statutory guidance, 'Relationships Education, Relationships and Sex Education (RSE) and Health Education', updated December 2025 for introduction from 1 September 2026. The school will keep this policy and its curriculum under review in response to future statutory changes.

The school also has regard to its duties under the Equality Act 2010, safeguarding legislation and guidance, the National Curriculum, and Keeping Children Safe in Education. PSHE

contributes to pupils' personal development and supports the school's wider safeguarding, inclusion and wellbeing work.

3. What PSHE education, Relationships Education and RSE are

PSHE education provides a planned, developmental framework through which pupils develop the knowledge, skills, attitudes and attributes needed to manage their lives now and in the future. It supports positive behaviour, good physical and mental health, resilience, self-awareness, responsible decision-making, financial understanding, healthy relationships and personal safety.

Within PSHE, the statutory elements are Relationships Education and Health Education. The school also teaches age-appropriate, non-statutory sex education in Years 5 and 6. Where this policy uses the term RSE, it refers to the school's wider relationships and sex education provision; the statutory primary requirement is Relationships Education rather than secondary-style RSE.

The school's programme aims to:

- give pupils the knowledge, language and confidence to make informed choices and decisions;
- develop self-esteem, self-awareness, resilience and independence;
- develop social skills, empathy and an understanding of others;
- help pupils understand, form and maintain healthy, respectful relationships;
- promote positive physical and mental health and wellbeing;
- help pupils recognise risk, understand boundaries and know how to seek help;
- support pupils to behave responsibly and participate positively in their community and wider society;
- develop financial awareness and other practical life skills through the wider PSHE curriculum;
- support pupils to understand how their choices and behaviour affect themselves, others and the environment.

4. Curriculum framework and use of SCARF

Aspull Church Primary School uses SCARF (Safety, Caring, Achievement, Resilience and Friendship), a comprehensive PSHE and wellbeing programme from Coram Life Education. SCARF is regularly updated and provides a planned, progressive curriculum which supports schools in meeting the statutory Relationships Education and Health Education requirements. The school follows the six suggested half-termly SCARF units, adapting lessons where necessary to reflect the needs, maturity, experiences and local context of our pupils. Pupil voice is considered when reviewing and planning provision.

Me and My Relationships – feelings and emotions, friendships, relationships, conflict resolution and seeking support.

Valuing Difference – respect, diversity, equality, stereotypes, inclusion and positive relationships.

Keeping Myself Safe – physical and emotional safety, risk, medicines and substances, online safety and knowing how to seek help.

Rights and Responsibilities – rights, responsibilities, money and economic wellbeing, the environment and participation in the wider world.

Being My Best – healthy lifestyles, resilience, growth mindset, goal-setting, achievement and making positive choices.

Growing and Changing – human development, puberty, body changes, relationships, personal safety and preparing for change.

The SCARF programme is complemented by the National Curriculum, including Science, Computing and PE, and by assemblies, worship, pastoral support, safeguarding education, online safety provision, school council activities and other opportunities for personal development.

5. Statutory Relationships Education

Relationships Education is taught progressively from EYFS through Year 6. By the end of primary school, pupils will have been taught age-appropriate content covering the following areas:

Statutory area	School provision
Families and people who care for me	The importance of families and caring relationships; different family structures; love, security and stability; recognising when a family relationship feels unsafe or unhappy; and knowing how to seek help.
Caring friendships	The importance and characteristics of healthy friendships; kindness, trust, respect, loyalty and support; managing disagreements; recognising unhealthy friendships; and seeking help when needed.
Respectful relationships	Respect, self-respect, courtesy, manners, boundaries, stereotypes, bullying and cyberbullying, the role of bystanders, permission-seeking and giving, and expectations of respectful behaviour.
Online relationships	The similarities between online and face-to-face relationships; respectful online behaviour; privacy and personal information; online risks, harmful content and contact; critical thinking about online friendships and information; and reporting concerns.
Being safe	Personal space and boundaries; privacy; appropriate and inappropriate or unsafe contact; body autonomy; responding safely to unfamiliar adults; recognising when something feels unsafe; reporting concerns or abuse; and knowing where to get help.

Relationships Education is taught in a way that is inclusive and sensitive to pupils' circumstances. Families may look different from one another, and teaching will avoid stigmatising pupils because of their family structure or home circumstances.

6. Statutory Health Education

Health Education is taught progressively and is integrated with the SCARF programme and wider school practice. The curriculum addresses the following areas required by the DfE:

Mental wellbeing – recognising and talking about emotions, self-care, resilience, loneliness and isolation, bullying and seeking support.

Internet safety and harms – benefits and risks of being online, managing screen time, online respect, privacy, age restrictions, harmful content, online abuse and reporting concerns.

Physical health and fitness – the benefits of physical activity, healthy routines, risks of inactivity and knowing when to seek support.

Healthy eating – healthy diets, nutrition, planning and preparing healthy meals, and the risks associated with poor diet.

Drugs, alcohol and tobacco – age-appropriate factual information about legal and illegal harmful substances and associated risks.

Health and prevention – illness, sun safety, sleep, dental health, hygiene, germs, allergies, immunisation and vaccination.

Basic first aid – making an effective emergency call and understanding basic first aid for common injuries.

Changing adolescent body – puberty, physical and emotional changes and menstrual wellbeing.

The school will ensure that menstruation is taught as part of Health Education and that pupils have access to appropriate support and arrangements for managing menstruation in school.

7. Non-statutory sex education

Primary sex education is not a statutory requirement. Aspull Church Primary School nevertheless provides a limited, age-appropriate programme in Years 5 and 6 because the school considers this important in preparing pupils for the physical and emotional changes of adolescence and transition to secondary school.

The school's non-statutory sex education is delivered through HHKids and is designed to complement, rather than replace, statutory Relationships Education, Health Education and National Curriculum Science. Content is age-appropriate and focuses on puberty, growing and changing, and age-appropriate information about how a baby is conceived and born.

The school will clearly identify to parents and carers which elements are non-statutory sex education and will provide information about the content and resources in advance. Parents and carers will be offered opportunities to discuss the programme and ask questions.

Parents and carers have the right to request that their child be withdrawn from non-statutory sex education. They do not have a right to withdraw their child from statutory Relationships Education, Health Education or National Curriculum Science, including statutory science content relating to reproduction and human development.

Where a parent or carer requests withdrawal, the headteacher will discuss the request with them, clarify the content concerned and explain the benefits of the programme. If withdrawal is confirmed, the school will make appropriate alternative provision during those lessons.

8. Teaching sensitive or difficult questions

Children may ask questions that go beyond the planned curriculum. Staff will respond calmly, honestly and in an age-appropriate way, taking account of the child's developmental stage and individual circumstances. Staff will not provide information that is inappropriate for the child's age.

Teachers may use distancing techniques, scenarios, question boxes and other approaches that allow pupils to explore sensitive issues without requiring personal disclosure. Where a question is not appropriate for whole-class discussion, the teacher may respond individually or seek advice from the PSHE lead, safeguarding lead or senior leader.

Questions or comments that raise safeguarding concerns will be handled in accordance with the school's safeguarding and child protection procedures. Staff will not promise confidentiality where a child may be at risk of harm.

9. Safeguarding and confidentiality

PSHE and Relationships Education form an important part of the school's preventative safeguarding curriculum. Pupils are taught how to recognise unsafe situations, understand boundaries and privacy, identify trusted adults and seek help. Teaching reinforces that abuse is never a child's fault and that pupils should keep asking for help until they are heard.

Lessons are delivered within a safe learning environment. At the beginning of appropriate units, teachers establish clear ground rules, including respect for others, the right to pass on a personal question or activity, and the distinction between privacy and secrecy. Staff follow the school's safeguarding policy whenever a disclosure or concern arises.

10. How PSHE, Relationships Education and RSE are taught

PSHE is taught throughout the year, normally through a timetabled weekly lesson, supplemented by cross-curricular opportunities and wider school experiences. Lessons may use discussion, role play, stories, films, songs, games, case studies, scenarios, written activities, practical tasks and reflection.

Teaching will be developmentally appropriate, inclusive and adapted to the needs of pupils. Lessons will not require children to disclose personal experiences. Staff will use correct and age-appropriate vocabulary and will select resources carefully.

Online safety and respectful online behaviour are addressed both within PSHE and through the wider Computing curriculum. Relationships Education makes explicit links between online and face-to-face behaviour.

11. Inclusion and accessibility

All pupils are entitled to receive PSHE, Relationships Education and Health Education. The school will make reasonable adjustments and adapt teaching, language, resources, activities and groupings where necessary to ensure pupils with SEND can access the curriculum.

Teachers will consider individual needs, developmental stage, communication needs, sensory needs, cognitive understanding and safeguarding vulnerabilities when planning sensitive content. Where appropriate, staff may provide additional explanation or targeted support.

The curriculum recognises and respects different ethnic, cultural, religious and family backgrounds. Teaching promotes equality, dignity, inclusion and respect and challenges stereotypes and prejudice.

12. Roles and responsibilities

The Governing Body approves this policy and ensures that the school has appropriate provision.

The Headteacher has overall responsibility for ensuring that statutory requirements are met and that the curriculum is appropriately resourced and supported.

The PSHE Subject Lead, Mrs S. Waller, is responsible for curriculum leadership, supporting staff, monitoring provision, keeping up to date with national and SCARF developments, coordinating resources and identifying professional development needs.

Class teachers are responsible for delivering the planned curriculum, adapting it appropriately, maintaining a safe learning environment, assessing pupils' learning and following safeguarding procedures.

Parents and carers are recognised as important partners in supporting pupils' learning. The school will communicate the curriculum clearly and provide opportunities to ask questions, particularly before non-statutory sex education in Year 5 and Year 6.

13. Assessment, monitoring and evaluation

Assessment in PSHE focuses on pupils' knowledge, understanding, skills and ability to apply learning. Teachers use SCARF unit overviews and lesson learning outcomes to identify progress and inform future teaching.

The PSHE Subject Lead monitors the quality and consistency of teaching through planning reviews, pupil voice, work scrutiny, discussions with staff and other appropriate evidence. An annual summary is provided to the Headteacher and areas for development are identified.

The curriculum is reviewed in response to pupil needs, safeguarding themes, local and national developments, staff feedback, parent/carers feedback and updates to statutory guidance or SCARF.

14. Working with parents and carers

The school recognises parents and carers as the primary educators of their children in matters relating to relationships, health and personal development. The school will support parents and carers by explaining what is taught, when it is taught and how they can continue age-appropriate conversations at home.

The school's curriculum information and relevant policy documents will be made available to parents and carers. For Year 5 and Year 6 non-statutory sex education, parents and carers will receive specific information about the content and an opportunity to discuss the provision before it is taught.

15. Withdrawal arrangements

There is no parental right to withdraw a child from statutory Relationships Education, statutory Health Education or National Curriculum Science.

Parents and carers may request that their child be withdrawn from the school's non-statutory sex education. Requests should be made to the Headteacher. The Headteacher will discuss the request with the parent/carers and ensure that the arrangements are understood and recorded. Appropriate alternative educational provision will be made during the relevant lessons.

16. Dissemination

This policy will be made available to parents, carers, staff and governors through the school website. A printed copy or alternative format can be requested through the school office. The school's SCARF curriculum overview and relevant information for parents will also be made available.

17. Policy review

This policy will be reviewed annually while the revised DfE statutory guidance is embedded, and at least every two years thereafter, or sooner where there are significant changes to legislation, statutory guidance, safeguarding requirements, the SCARF programme or the needs of the school community.

18. Related policies and documents

Safeguarding and Child Protection Policy
Confidentiality Policy
Anti-Bullying Policy
Equality, Diversity and Inclusion Policy
Science Policy
Computing / Online Safety Policy
Behaviour Policy
SEND Policy
Attendance Policy
SCARF long-term curriculum overview and lesson plans

19. Sources and further information

Department for Education, Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, updated December 2025 and introduced from 1 September 2026.

Department for Education, Relationships Education (Primary), including statutory end-of-primary expectations.

Department for Education, Physical health and mental wellbeing (Primary and secondary), including statutory Health Education expectations.

Department for Education, Keeping Children Safe in Education 2026, in force from 1 September 2026.

Coram Life Education, SCARF – PSHE and wellbeing programme, including Relationships Education and Health Education resources and guidance.

The Equality Act 2010.

Children and Social Work Act 2017 and Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.

National Curriculum in England – Science, Computing, PE and other relevant subjects.

Implementation note: The school's SCARF long-term plan should be read alongside this policy. Where the published SCARF sequence is updated, the subject lead will check the revised materials against the statutory DfE requirements and update the school's curriculum overview as necessary.