



## **Personal, Social, Health and Economic Education (PSHE) Policy incorporating Relationships, Sex and Health Education (RSHE)**

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**Date of policy: September 2023**

Members of staff responsible for PSHE Education: Mrs. Freeman as lead and Class Teachers.  
Line Manager (Member of SLT): Mr. Jordan, Executive Headteacher.

**Review date: September 2025**

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

This policy was written by Mrs. Freeman (PSHE Lead) and developed in consultation with parent/carers, teachers and other school staff, governors and the children at Phoenix St. Peter Primary Academy. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all of our children. 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 the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes 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. Health Education is also statutory in all schools.

At Phoenix St. Peter Academy, 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 and Economic (PSHE) education provision. Except Independent Schools where PSHE education remains statutory.

**3. What Personal, Social, Health and Economic (PSHE) education including Relationships & Sex Education, is:**

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<sup>i</sup>, personal character<sup>ii</sup> and successful learners who are motivated, 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 children 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.

#### **4. How PSHE education, including Relationships & Sex Education is provided, and who is responsible for this:**

At Phoenix St. Peter Academy, we use SCARF which is a comprehensive scheme of work for PSHE and Wellbeing education. SCARF stands for: *Safety, Caring, Achievement, Resilience, Friendship* and it is an online resource which is updated regularly. It covers all of the DfE's new statutory requirements for Relationships & Sex 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 have adapted the scheme of work so that there is a coherent progression within each phase. An overview of SCARF (long term planning document) can be found on our school website. Our School Council is also to be consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme.

Our PSHE subject lead, Mrs. Freeman, works in conjunction with Suffolk County Council's School Engagement Manager for Healthier Futures (Public Health and Communities Directorate), teaching staff in each year group and the phase leads (EYFS, Key Stage 1 and Key Stage 2), 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.

Lessons are usually weekly standalone PSHE lessons. 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. Assemblies further support PSHE intentions through a clearly defined annual calendar that supports the specific learning objectives alongside national and local events.

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's learning outcomes to demonstrate progression of both skills and knowledge.

## 5. What is being taught:

In the appendices can be found the SCARF long term planning and medium-term planning for both Key Stages 1 and 2 and the Early Years Foundation Stage. The National Curriculum for Science programmes of study can be accessed at:

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study>.

### In the Early Years Foundation Stage (Reception)

In the Early Years Foundation Stage (Reception), 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.

### In KS1 (Years 1 & 2) and KS2 (Years 3-6)

The SCARF programme divides the year into 6 themed units:

1. *Me and My Relationships:* includes feelings, emotions, friendships and conflict resolution
2. *Valuing Difference:* includes a focus on respectful relationships and British values;
3. *Keeping Myself Safe:* includes 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.

## **Child development**

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.

## **Science**

Within the National Curriculum Science in Year 2, 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 5, 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.

## **Sex education**

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 Year 6, 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.

## **Protected characteristics**

Our teaching and re-visiting of the 9 protected characteristics ensures all children are aware of issues of inclusion. These protected characteristics, as identified in the 2010 Equality Act, are:

1. Age
2. Disability
3. Gender reassignment
4. Marriage and civil partnership
5. Pregnancy and maternity
6. Race
7. Religion or belief
8. Sex and sexual orientation.

Children are taught that tolerance and understanding of these 9 characteristics is essential as they progress through primary school, high school, then as independent, responsible adults themselves. Content of the protected characteristics is included within the SCARF scheme and is taught using age-appropriate strategies.

## **Citizenship**

Our teaching and revisiting of citizenship will ensure all children develop knowledge, skills and understanding through a breadth of opportunities, including:

- 🌟 developing confidence and responsibility and making the most of their abilities
- 🌟 preparing to play an active role as citizens
- 🌟 developing a healthy, safer lifestyle
- 🌟 developing good relationships and respecting the differences between people

## **Character development**

Our teaching and revisiting of character development ensures all children learn:

- 🌟 the ability to remain motivated by long-term goals
- 🌟 positive moral attributes, including our school values of aspiration, courage, kindness and creativity
- 🌟 the acquisition of social confidence and the ability to make points or arguments clearly and constructively
- 🌟 the importance of long-term commitments so that they may lead a successful and fulfilling life

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

PSHE lessons are usually taught once a week by the class teacher or by an experienced member of support staff. Children are taught 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.

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 school's safeguarding procedures and child protection policy which can be found on our school website at the following link: <https://www.phoenixstpeter.co.uk/page/?title=Policies&pid=19>

### **7. How PSHE education including Relationships & Sex Education, is monitored, evaluated and assessed:**

Learning from our PSHE lessons is recorded in our 'Personal Development' floor book. This floor book also contains content from our Religious Education lessons, as well as special events. With our PSHE lessons, we produce a floor book entry at the end of each unit recording the learning journey across the half-term. This may include teacher text explanations, photographs, sample completed worksheets and pupil voice.

The monitoring of the quality of PSHE education is the responsibility of the PSHE subject lead. This may include floor book scrutinies, learning walks or pupil voice. Pupil voice is very important for us, as we check pupil's understanding and recall of their learning. The work of the subject lead also involves supporting colleagues in teaching PSHE education and being informed about current developments in the subject.

Regarding teacher assessments, in addition to formative assessment within lessons, we consider a range of '*I can*' statements, which summarise children's learning against the unit's key learning outcomes. This enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parent/carers. We pass this information on to the next teacher at the end of each year.

PSHE has a linked governor, who meets with the PSHE lead and monitors the subject overall. They provide friendly, critical challenge to the PSHE lead, to enable us to continue to drive the subject forward. This governor provides a visit report which is then passed to the Senior Leadership Team and the Local Governing Board. This ensures the school as a whole has oversight of PSHE and can be informed of, and have an input into, any improvements identified.

#### **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 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, and 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, whatever their gender identity. 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 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 4% of pupils will go on to define themselves as gay, lesbian, bi-sexual or pansexual (GLBP). It is possible that some pupils will also have GLBP parents or carers, brothers or sisters, or 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 through 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.

For further information, our school policies on anti-bullying, equality, diversity and inclusion can be found on our website at this link: <https://www.phoenixstpeter.co.uk/page/?title=Policies&pid=19>

## **9. Parental/Carer concerns and withdrawal of children:**

It is a statutory requirement for primary schools to deliver Relationships & Sex Education and therefore, parents or carers do not have the right to request that their child be withdrawn from this. They also 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. However, parents or carers are invited to view our resources and discuss any concerns with our staff. The Year 6 lesson 'Making babies' contains non-statutory sex education; parents/carers will be informed of this lesson in advance and may withdraw their child if they wish to do so.

*A family information meeting is offered to all families, which outlines the content of this delivery and to address any questions or concerns.*

Before granting a request to withdraw a child/ren, the Headteacher will invite the parent or 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 Headteacher will discuss with the parent or 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 (although the detrimental effects may be mitigated if the parent or carer 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 or carers should be given every opportunity to understand the purpose and content of relationships Education and Sex Education. Good communication and opportunities for parents or carers 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 or carers examples of the resources we plan to use. Ongoing communication with parents or carers about what is planned to be taught and when, will be provided through termly letters home. We advise parents or carers 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 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 and carers, 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 (Mrs. Freeman) by email at: [office@phoenixstpeteracademy.org](mailto:office@phoenixstpeteracademy.org)

## **11. Policy Review and Development Plan:**

The policy will be reviewed every two years, in consultation with parents/carers, teachers and other school staff, governors and children.

## **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 DfE (O116/2000) (2011)
-  DfE Citizenship programmes of study for key stages 1 and 2 (2015)
-  DfE Character Education Framework (2019)

This policy should be read in conjunction with the following:

-  Phoenix St. Peter Academy's - Safeguarding & Child Protection Policy (including disclosures)
-  Phoenix St. Peter Academy's - Behaviour & Positive Relationships Policy
-  Phoenix St. Peter Academy's - Confidentiality Policy
-  Phoenix St. Peter Academy's - Single Equalities & Accessibility Policy
-  DfE 'Keeping children safe in education' (2023)
-  DfE 'Working Together to Safeguard Children' (2018)

**End of document.**