

# Hornby St Margaret's Church of England Primary School

*Belonging, Believing, Succeeding Together*

'I have come that you may have life, and have it to the full.' (John 10:10)

## PSHE and RSE Policy

***The greatest commandment Jesus taught was to love God and to love your neighbour. Within this commandment is the foundation of the Christian view of relationships.***

At Hornby St Margaret's Church of England Primary School our PSHE and relationship education seeks to live out this command and explore how we can 'love our neighbour' through what we say and do.

Our school focusses on the importance of relationships and the qualities and character needed to sustain the best relationships that honour each other whether within a friendship, family relationship or romantic relationship.

Our church school respects each child as a unique being, a child of God, loved and accepted in an ethos that encourages and celebrates difference. We seek to prepare our children to value and care for themselves and develop a life and moral code based on Christian values and teaching.

As role models we all will seek to adopt a way of life, based on Christian principles, which both respects the human body and seeks to ensure health and well-being. Within this church school, the Christian ethos and values of love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control (Galatians 5:22-23) will provide the context within which all personal development takes place.

### **How this Policy was developed**

This policy was written by Mrs Davison and developed in consultation with parents, teachers and other school staff, governors and the pupils at Hornby St Margaret's Church of England 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 Hornby St Margaret's 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.

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:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;

6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. 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 Hornby St Margaret's we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. An overview of SCARF can be found in our appendices. 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](#).

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.

Our PSHE subject lead, works in conjunction with teaching staff 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.

Class teachers follow the suggested six half termly units provided by SCARF for each year on a rolling programme to align with our mixed aged classes. Lessons can be a weekly standalone PSHE lesson or be 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.

## What is being taught

In the appendices can be found the SCARF overview for EYFS through to Year 6, an overview of the statutory RSE objectives for the end of primary school as well as 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;
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 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 / Y6, 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 non-statutory sex education that takes place in Y5 / 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.

### **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. Pupils are encouraged to ask questions via the question box. The questions are then viewed by the class teacher to ensure the question can be answered in alignment with our policy. If it cannot be answered by the class teacher as it is not within the parameters of our policy, the class teacher would speak to the pupil's parents so that they can decide if they wish to follow this up with the pupil at home. The class teacher would have informed the pupil that they would be speaking with their parent to ensure there is transparency.

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.

Support is provided to children experiencing difficulties on a one-to-one basis. Relevant leaflets, websites and posters are available for referring pupils to sources of help and advice, alongside suitable books which can be found in the library.

### **How PSHE education is monitored, evaluated and assessed**

We use two methods of monitoring and assessing learning within PSHE at Hornby St Margaret's:

## 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.

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. At the end of Key Stage 1, the teacher passes this information on to the next teacher.

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.

## **Inclusion: 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.

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.

### **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 head teacher 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

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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>

relating to providing RSE at home. It is valuable for a child's development to learn about its own families values in regards to relationships and sex alongside the information they receive at school.

### **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)

*Note: these are the sources used by Coram Life Education in production of this policy template and guidance.*

This policy should be read in conjunction with the following:

- Safeguarding / Child Protection policy
- Confidentiality policy
- Anti-bullying policy
- Equality, diversity and inclusion policy
- DfE 'Keeping children safe in education'

## Appendix 1: SCARF Long Term Overview

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
<b>EYFS</b>	What makes me special People close to me Getting help	Similarities & difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets & touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping my body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls & boys – similarities & difference
<b>Y1</b>	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing & celebrating difference Developing respect & accepting others Bullying & getting help	How our feelings can keep us safe – inc. online safety Safe & unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene & health Cooperation	Getting help Becoming independent My body parts Taking care of self & others
<b>Y2</b>	Bullying & teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind & helping others Celebrating difference People who help us Listening Skills	Safe & unsafe secrets  Appropriate touch  Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving & spending	Growth Mindset Looking after my body Hygiene & health Exercise & sleep	Life cycles Dealing with loss Being supportive Growing & changing Privacy
<b>Y3</b>	Cooperation Online rules & restrictions Online behaviours Friendship (respectful relationships) Coping with loss	Recognising & respecting diversity Being respectful & tolerant My community Bullying, inc. online	Managing risk Decision-making skills Drugs & their risks Staying safe online Digital literacy	Helping & being helped Looking after the environment Managing money Developing critical thinking	Keeping myself healthy & well Celebrating & developing my skills Developing empathy	Changing bodies & puberty Keeping safe Safe & unsafe secrets Relationships, inc. online
<b>Y4</b>	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising & celebrating difference (inc. religions & cultural difference) Understanding & challenging stereotypes	Managing risk inc. online Understanding the norms of drug use (cigarette & alcohol use) Influences Online safety & behaviours	Making a difference (different ways of helping others or the environment) Media influence & digital literacy Decisions about spending money	Having choices & making decisions about my health Taking care of my environment My skills & interests	Body changes during puberty Managing difficult feelings Relationships inc. marriage
<b>Y5</b>	Feelings Friendship skills, inc. compromise Assertive skills Cooperation Recognising emotional needs	Recognising & celebrating difference, inc. religions & cultural Critical digital awareness Online Bullying & self esteem	Online safety Bullying inc. online Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	My health rights, respect & duties Making a difference Decisions about lending, borrowing & spending Media manipulation Artificial Intelligence	Growing independence & taking ownership Keeping myself healthy Media awareness & safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
<b>Y6</b>	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising & celebrating difference Recognising & reflecting on prejudice-based bullying Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Digital footprint Drugs: norms & risks (inc. the law)	Understanding media bias Digital critical thinking Caring: communities & the environment Earning & saving money Understanding democracy	Aspirations Managing risk Looking after wellbeing Digital literacy and critical thinking skills	Coping with changes Keeping safe inc. online AI/ deep fakes Body Image Sex education Self-esteem

## Appendix 2: Overview of the Statutory RSE Objectives for the End of Primary School

<p>Families and people who care for me <b>(FPC)</b></p>	<ul style="list-style-type: none"> <li>• That families are important for children growing up safe and happy because they can provide love, security and stability.</li> <li>• The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.</li> <li>• That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<p>Caring friendships <b>(CF)</b></p>	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.</li> <li>• That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.</li> <li>• The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.</li> <li>• How to manage conflict, and that resorting to violence is never right.</li> <li>• How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.</li> </ul>
<p>Respectful, kind relationships <b>(RKR)</b></p>	<ul style="list-style-type: none"> <li>• How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.</li> <li>• The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.</li> <li>• How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. the importance of self-respect and how this links to their own happiness.</li> <li>• Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.</li> <li>• That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.</li> <li>• Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.</li> <li>• The conventions of courtesy and manners.</li> </ul>

	<ul style="list-style-type: none"> <li>• The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.</li> <li>• The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.</li> <li>• What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.</li> <li>• How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.</li> </ul>
<p>Online safety and awareness (<b>OSA</b>)</p>	<ul style="list-style-type: none"> <li>• That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.</li> <li>• How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.</li> <li>• That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.</li> <li>• The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.</li> <li>• Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.</li> <li>• That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.</li> </ul>
<p>Being safe (<b>BS</b>)</p>	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.</li> <li>• The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.</li> <li>• How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.</li> <li>• How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.</li> </ul>

<p>General wellbeing (GW)</p>	<ul style="list-style-type: none"> <li>• The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.</li> <li>• The importance of promoting general wellbeing and physical health.</li> <li>• The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.</li> <li>• How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• That isolation and loneliness can affect children, and the benefits of seeking support.</li> <li>• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.</li> <li>• That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.</li> <li>• Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• That it is common to experience mental health problems, and early support can help.</li> </ul>
<p>Wellbeing online (WO)</p>	<ul style="list-style-type: none"> <li>• That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.</li> <li>• Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.</li> <li>• The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.</li> <li>• Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.</li> <li>• The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.</li> <li>• How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them</li> <li>• That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.</li> <li>• How to understand the information they find online, including from search engines, and know how information is selected and targeted</li> <li>• That they have rights in relation to sharing personal data, privacy and consent.</li> <li>• Where and how to report concerns and get support with issues online.</li> </ul>

Physical health and fitness <b>(PHF)</b>	<ul style="list-style-type: none"> <li>• The characteristics and mental and physical benefits of an active lifestyle.</li> <li>• The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.</li> <li>• The risks associated with an inactive lifestyle, including obesity.</li> <li>• How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
Healthy eating <b>(HE)</b>	<ul style="list-style-type: none"> <li>• What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• Understanding the importance of a healthy relationship with food.</li> <li>• The principles of planning and preparing a range of healthy meals.</li> <li>• The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
Drugs, alcohol, tobacco and vaping <b>(DATV)</b>	<ul style="list-style-type: none"> <li>• The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.</li> </ul>
Health protection and prevention <b>(HP)</b>	<ul style="list-style-type: none"> <li>• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.</li> <li>• About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.</li> <li>• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.</li> </ul>
Personal safety <b>(PS)</b>	<ul style="list-style-type: none"> <li>• About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks</li> <li>• How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.</li> </ul>
Basic first aid <b>(BFA)</b>	<ul style="list-style-type: none"> <li>• How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.</li> <li>• Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.</li> </ul>
Developing bodies <b>(DB)</b>	<ul style="list-style-type: none"> <li>• About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.</li> <li>• The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.</li> </ul>

- The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

### Appendix 3: Science Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>KS1 Year 1 and 2 Cycle A</i>	Animals including humans		Uses of Everyday materials		Living things and their habitats Y2	
<i>KS1 Year 1 and 2 Cycle B</i>	Plants (Y1)	Everyday Materials (Y1)	Animals including Humans (Y2)		Plants (Y2)	

<i>KS2 Year 3 and 4 Cycle A</i>	Light		States of Matter		Rocks	Forces and Magnets
<i>KS2 Year 3 and 4 Cycle B</i>	Animals including humans Nutrition / Skeleton	Sound	Animals Including humans Digestive System/ Teeth	Electricity	Plants	Living things and their habitats Classification

<i>KS2 Year 5 and 6 Cycle A</i>	Light		Properties and Changes of Materials		Evolution and Inheritance	Forces
<i>KS2 Year 5 and 6 Cycle B</i>	Animals including humans Growth and Changes	Earth and Space	Animals including humans Circulatory System	Electricity	Living things and their habitats Life Cycles	Living things and their habitats Classification

## Useful resources

### Coram SCARF Resources

[RSE guidance and support materials](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacher-resources-guidance-documents-and-training-films) online teaching and learning training film clips - <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacher-resources-guidance-documents-and-training-films>

[Frequently Asked Questions](https://www.coramlifeeducation.org.uk/frequently-asked-questions) - <https://www.coramlifeeducation.org.uk/frequently-asked-questions>

[Long-term planning document](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/long-and-medium-term-plan) - <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/long-and-medium-term-plan>

[Flexible Planning Tool](https://www.coramlifeeducation.org.uk/scarf/planning) - <https://www.coramlifeeducation.org.uk/scarf/planning>

[How to answer children's questions that go beyond the planned curriculum](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/rse-films-supporting-teaching-and-learning) - <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/rse-films-supporting-teaching-and-learning>

[Assessment in PSHE education](https://www.coramlifeeducation.org.uk/training/assessment-in-pshe-education) recorded webinar - <https://www.coramlifeeducation.org.uk/training/assessment-in-pshe-education>

[SEND: signposting and support](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/signposting-and-support-for-children-with-additional-needs) - <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/signposting-and-support-for-children-with-additional-needs>

[Protected Characteristics across SCARF](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/protected-characteristics-across-scarf) - <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/protected-characteristics-across-scarf>

[Working with parents and carers](https://www.coramlifeeducation.org.uk/working-with-parents-and-carers) - <https://www.coramlifeeducation.org.uk/working-with-parents-and-carers>

[SCARF training](https://www.coramlifeeducation.org.uk/training/scarf-training-teachers-schools-bespoke) - <https://www.coramlifeeducation.org.uk/training/scarf-training-teachers-schools-bespoke>

[SCARF Teacher Training Portal](https://www.coramlifeeducation.org.uk/teacher-training-portal) - <https://www.coramlifeeducation.org.uk/teacher-training-portal>

### PSHE Association PSHE Policy Guidance

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-pshe-education-policy-your-school> (members only)

### The Sex Education Forum RSE Policy Guidance

<https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance>

The Sex Education Forum have also provided a free resource to assist you in consulting pupils, parents and staff to inform you about what changes need to be made to your RSE policy and practice. 'Activities for consulting about your school sex and relationships policy'.

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Consultation%20activities%20-%20SRE%20policy%20-%20Sept%202014.pdf>

The PSHE Association assessment guides for key stage 1-2 explain how PSHE teachers can use an ipsative model of assessment in PSHE education, and describe a wide range of methods available to assess progress, with accompanying examples from real classrooms. <https://pshe-association.org.uk/guidance/ks1-4/assessment>

### **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 Mrs Davison.

### **Reviewing the policy**

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

**This policy was agreed by the Board of Governors of Lune Valley Primary Schools on:**

**The scheduled review date of this policy is:** September 2029

**Signed:** (On behalf of the Governing Body)

**Date:**

Members of staff responsible for PSHE Education: Mrs Davison

**REVIEW**

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original	June 2026