



# PSHRE including Relationships and Sex Education Policy

'For I know the plans I have for you, declares the LORD, plans for welfare and not for evil, to give you a

future and a hope' - (Jeremiah 29:11)

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Annual	November 2025	Jodie Carter	November 2026

## Ratification

Role	Name	Signature	Date
Chair of Governors	Janis Dean	J.Dean	November 2025
Head Teacher	Kate Lewis	K.Lewis	November 2025

## Aims and Objectives

It is 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.

At Crowcombe and Stogumber C of E Primary Schools 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 & Economic (PSHRE) education provision.

In line with our school values of Generosity, Optimism, Determination, Curiosity and Courage, Our PSHRE 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.

Crowcombe and Stogumber C of E Schools PSHRE 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 our entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHRE 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, Relationship & Economic education are critical to ensuring children are effective learners.

## **Our PSHRE, including Relationships Education Curriculum**

At Crowcombe and Stogumber C of E Primary Schools we use Corums Life Education's Curriculum - SCARF (safety, caring, achievement, resilience, friendship), a comprehensive scheme of work for PSHRE and Wellbeing education. An overview of SCARF can be found in our appendices. It covers the DfE's statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHRE 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, for example, we may use our local environment as the starting point for aspects of our work. SCARF, builds 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. **To support this teaching teachers are able to access a range of teaching support guidance within SCARF including guidance documents and training films.**

**To enhance our provision, we embed half-termly units from the 'No Outsiders' scheme, which promote equality, diversity, and acceptance, ensuring every child feels valued and included within our school community. In addition, we deliver focused lessons on wellbeing using KAPOW Primary resources. These lessons equip pupils with the knowledge, skills, and strategies they need to understand and manage their emotions, build resilience, and maintain positive mental health.**

**In addition to this, the children take part in weekly picture news assemblies that teach British values through real world news and events, show children how British Values impact the world and help children make sense of the world around them.**

### **What is the intent of our PSHRE curriculum:**

#### **The Early Years Foundation Stage**

In the Early Years Foundation Stage, PSHRE education is about making connections; it's strongly linked to child-led activities, including play. PSHRE 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 KS1, 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 UKS2, 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 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 our PSHRE curriculum is made accessible to all:**

**It is not our school's policy to withdraw pupils with special educational needs from PSHRE 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 PSHRE education programme. Work in PSHRE takes into account the targets set for individual children in their Learning profiles.**

**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 PSHRE education programme are relevant to all pupils. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender or is gender questioning, will have access to RSE that is relevant to the puberty they are likely to experience.**

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

Research shows that, on average, about 10%<sup>1</sup> of pupils will go on to define themselves as gay, lesbian, or bi-sexual. It is possible that some pupils will also have LGB parents / carers, brothers or sisters, other family members and / or friends. Our PSHRE 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 are 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 RSE resources we plan to use. We will provide opportunities for parents to view examples through 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 curriculum maps and is available on our website. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about its own families values in regards to relationships and sex alongside the information they receive at school.

### 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.

**This policy should be read in conjunction with the following:**

- Crowcombe and Stogumber C of E Schools Child Protection and Safeguarding policy
- Crowcombe and Stogumber C of E Schools Anti-bullying policy
- Crowcombe and Stogumber C of E Schools SEND Policy
- DfE 'Keeping children safe in education'

**SCARF long term overview:**

<b>Year/Half-termly unit titles</b>	<b>1 Me and my Relationships</b>	<b>2 Valuing Difference</b>	<b>3 Keeping Safe</b>	<b>4 Rights and Respect</b>	<b>5 Being my Best</b>	<b>6 Growing and Changing</b>
<b>EYFS</b>	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and 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 and boys – similarities and difference
<b>KS1 Year A</b>	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
<b>KS1 Year B</b>	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets  Appropriate touch  Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
<b>LKS2 Year A</b>	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
<b>LKS2 Year B</b>	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage

<p><b>UKS2 Year A</b></p>	<p>Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs</p>	<p>Recognising and celebrating difference, including religions and cultural Influence and pressure of social media</p>	<p>Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills</p>	<p>Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending</p>	<p>Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community</p>	<p>Managing difficult feelings Managing change How my feelings help keeping safe Getting help Sex education (Year 6 only)</p>
<p><b>UKS2 Year B</b></p>	<p>Assertiveness Cooperation Safe/unsafe touches Positive relationships</p>	<p>Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping</p>	<p>Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)</p>	<p>Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy</p>	<p>Aspirations and goal setting Managing risk Looking after my mental health</p>	<p>Coping with changes Keeping safe Body Image Sex education (Year 6 only) Self-esteem</p>