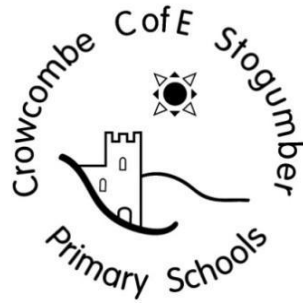




Crowcombe and Stogumber Church of England Primary Schools

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	September 2026	Jodie Carter	September 2027

Ratification

Role	Name	Signature	Date
Chair of Governors	Janis Dean	J.Dean	Sept 2026
Head Teacher	Kate Lewis	K.Lewis	Sept 2026

How this policy was developed

This policy has been developed in accordance with the Department for Education's statutory guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (September 2026), which schools are required to have regard to when planning and delivering provision.

It has been developed by the PSHRE Lead in consultation with pupils, staff, governors and parents/carers. The school recognises the importance of engaging stakeholders in the development and review of its curriculum provision and has taken account of consultation feedback to ensure that the PSHRE and RSE curriculum reflects the needs of all pupils while remaining consistent with the Christian vision, values and ethos of Crowcombe and Stogumber Church of England Primary Schools.

This policy has been reviewed and approved by the Governing Body and will be reviewed annually.

Aims and Objectives

Relationships Education is a statutory requirement for all primary schools. The Department for Education (DfE) also recommends that primary schools provide age-appropriate Sex Education to support pupils in understanding human development, reproduction and the changes associated with adolescence.

In accordance with the Education Act 2002 and the Academies Act 2010, Crowcombe and Stogumber Church of England Primary Schools are committed to providing a broad, balanced and inclusive curriculum which supports pupils' personal development and wellbeing. This policy outlines the school's approach to Personal, Social, Health, Relationships and Economic Education (PSHRE), including statutory Relationships and Health Education and non-statutory Sex Education.

In keeping with the school's values of Generosity, Optimism, Determination, Curiosity and Courage, the PSHRE curriculum provides a framework through which pupils develop the knowledge, skills, understanding and attributes necessary to lead safe, healthy and fulfilling lives. Through high-quality PSHRE education, pupils are supported to:

- Develop positive mental health and emotional wellbeing;
- Build resilience, confidence and self-esteem;
- Form healthy, respectful and safe relationships;
- Recognise and manage risk, including online risks;
- Understand and challenge prejudice, discrimination and extremism;
- Develop the knowledge and skills required to make informed decisions;
- Become responsible, active and compassionate members of society.

The school seeks to develop confident learners and responsible citizens who are creative, resourceful and capable of making informed decisions. Social, emotional and personal development is embedded throughout the wider curriculum and school culture. The PSHRE curriculum is designed to:

- Provide pupils with the knowledge and confidence to make informed choices and decisions;
- Promote self-awareness, self-respect and personal responsibility;
- Develop social and emotional skills that support positive relationships;

- Encourage healthy lifestyles and informed choices regarding physical and mental wellbeing;
- Foster respect, empathy and care for others;
- Promote environmental responsibility and sustainability;
- Develop resilience, independence and problem-solving skills;
- Enhance understanding of rights, responsibilities, democracy and the rule of law.

The school recognises the established relationship between pupils' health and wellbeing and their ability to engage successfully in learning. Effective PSHRE provision therefore plays a significant role in supporting both academic achievement and personal development.

Leadership and Responsibilities

The effective delivery of PSHRE is a shared responsibility across the school community.

The PSHRE Lead shall be responsible for:

- Strategic leadership and development of the PSHRE curriculum;
- Curriculum planning and implementation;
- Monitoring and evaluating the quality of teaching and learning;
- Ensuring compliance with statutory requirements;
- Providing guidance and support to staff;
- Identifying and coordinating relevant professional development opportunities.

The Headteacher and Senior Leadership Team

- Support the strategic development of PSHRE;
- Ensure statutory requirements are met;
- Promote high standards of teaching and learning;
- Facilitate appropriate training and support for staff.

Class teachers are responsible for:

- Delivering the PSHRE curriculum in accordance with this policy;
- Establishing a safe, respectful and inclusive learning environment;
- Promoting pupil engagement and participation;
- Assessing pupil learning and progression;
- Responding appropriately to safeguarding concerns in accordance with school procedures.

Governors

The Governing Body is responsible for:

- Monitoring the effectiveness of PSHRE provision;
- Ensuring compliance with statutory requirements;
- Reviewing this policy in accordance with the agreed cycle;
- Holding leaders to account for the quality of curriculum provision.

Our PSHE, including Relationships Education Curriculum

Crowcombe and Stogumber Church of England Primary Schools deliver PSHRE primarily through the Coram Life Education SCARF programme (Safety, Caring, Achievement, Resilience and Friendship). The programme provides a comprehensive and progressive curriculum which meets statutory requirements for Relationships Education and Health Education while also encompassing non-statutory Sex Education and the learning opportunities identified within the PSHE Association Programme of Study.

The curriculum is structured through six thematic units:

- Me and My Relationships;
- Valuing Difference;
- Keeping Myself Safe;
- Rights and Responsibilities;
- Being My Best;
- Growing and Changing.

Provision is further enhanced through wellbeing lessons delivered via Kapow and through the No Outsiders programme, which promotes equality, diversity, inclusion and an understanding of community within modern Britain. Weekly Picture News assemblies provide additional opportunities for pupils to develop awareness of current affairs, British Values and their role as responsible citizens.

What is the intent of our PSHRE curriculum?

Early Years Foundation Stage:

Within the Early Years Foundation Stage (EYFS), PSHRE is delivered through a combination of adult-led and child-initiated learning experiences. Learning is closely linked to the EYFS Framework and is embedded throughout daily routines, play opportunities and social interactions. Pupils are supported in developing self-awareness, independence, communication, emotional regulation and positive relationships with others.

Children are provided with opportunities to develop personal, social and emotional skills through structured teaching, exploration, collaborative play and real-life experiences. These experiences support the development of confidence, resilience and a sense of belonging within the school community.

Key Stages 1 and 2:

Throughout Key Stages 1 and 2, pupils build progressively upon prior learning through the SCARF programme and associated curriculum enrichment activities. The curriculum is structured around six core themes: Me and My Relationships; Valuing Difference; Keeping Myself Safe; Rights and Responsibilities; Being My Best; and Growing and Changing

Pupils are provided with opportunities to develop an understanding of themselves as individuals, as members of a range of communities and as citizens within modern Britain. Learning supports pupils in understanding the impact of their choices, actions and behaviours upon themselves and others and promotes responsible decision-making.

The curriculum supports pupils in developing healthy lifestyles, positive relationships, emotional resilience and an understanding of their rights and responsibilities within society.

Teaching will include online relationships, digital communication, privacy, personal information, online consent, scams, age restrictions, misinformation and strategies for responding to inappropriate or harmful online content.

The curriculum supports pupils in understanding personal safety, including road safety, water safety, railway safety, responding to emergencies and seeking help when concerned about their own or another person's wellbeing.

Statutory Science Curriculum and Sex Education:

The school delivers statutory content relating to human development through the National Curriculum for Science. Pupils learn about growth, life cycles, reproduction and puberty in a manner that is appropriate to their age and stage of development.

In Year 6, pupils receive additional non-statutory Sex Education. This includes learning about conception, pregnancy and birth, including conception through sexual intercourse and IVF. This provision builds upon prior learning relating to relationships, human development and puberty and supports preparation for secondary Relationships and Sex Education.

Pupils will be taught the correct scientific names for body parts, including genitalia, in an age-appropriate manner. This supports safeguarding, effective communication and an accurate understanding of human development.

Creating a Safe Learning Environment

The school is committed to ensuring that all PSHRE and RSE lessons are delivered within a safe, inclusive and supportive learning environment in which pupils feel valued, respected and able to participate confidently.

Ground rules and class agreements are established and regularly revisited to promote respectful discussion, appropriate participation and an understanding of confidentiality. Pupils are encouraged to listen respectfully to the views of others and to contribute positively within lessons.

Teachers employ a range of age-appropriate teaching strategies to support learning around sensitive topics. These may include distancing techniques, case studies, scenarios and opportunities for anonymous questions. Questions will be answered honestly, sensitively and in accordance with pupils' maturity and developmental stage.

Where questions arise that fall outside the planned curriculum, professional judgement will be applied to determine the most appropriate response. This may include addressing the question immediately, revisiting the matter within a more appropriate learning context, or encouraging discussion between the pupil and their parent or carer.

Any safeguarding concerns or disclosures arising during PSHRE or RSE lessons will be managed in accordance with the school's Child Protection and Safeguarding Policy and relevant statutory guidance.

External Visitors and Agencies

The school recognises the value that appropriately selected external visitors and agencies can bring to the delivery of PSHRE and RSE. External contributions are intended to enrich and complement the curriculum and shall not replace the role of teaching staff.

All external visitors will be subject to the school's safeguarding procedures and quality assurance processes. The school will ensure that information provided is accurate, balanced, age-appropriate and consistent with both statutory requirements and the school's ethos and values.

Teaching staff shall remain responsible for the learning, welfare and progress of pupils during any sessions involving external contributors.

Inclusion and Accessibility

The school is committed to ensuring that all pupils have equitable access to high-quality PSHRE and RSE provision. PSHRE is recognised as an essential component of the curriculum and pupils will not ordinarily be withdrawn from PSHRE lessons to access intervention programmes or alternative curriculum provision

Teaching and learning activities will be adapted, differentiated and scaffolded where appropriate to meet the needs of all learners, including those with Special Educational Needs and Disabilities (SEND). Individual pupil needs, targets and support plans will be considered when planning and delivering learning experiences.

Relationships and Sex Education will be accessible and relevant to all pupils. Teaching will reflect the diversity of modern society and recognise a range of family structures, cultures, faiths and lived experiences. The curriculum promotes understanding, respect and inclusion and supports the school's obligations under the Equality Act 2010.

Relationships and Sex Education will be delivered in a manner that is inclusive, respectful and accessible to all pupils. Teaching will reflect the school's responsibilities under the Equality Act 2010 and will promote dignity, respect and inclusion for all members of the school community

The school is committed to eliminating discrimination, fostering good relationships and advancing equality of opportunity. Resources and learning materials will positively reflect diversity and encourage respect for all individuals and communities

Assessment, Monitoring and Evaluation

Assessment within PSHRE is formative in nature and is used to support pupil learning, monitor progress and inform future planning. Assessment approaches may include observation, discussion, written work, pupil reflection and other age-appropriate assessment activities.

The school utilises SCARF assessment materials to support the monitoring of knowledge, skills and curriculum progression. Pupils are encouraged to reflect upon their learning and recognise how their understanding develops over time.

The PSHRE Lead shall monitor the effectiveness of curriculum provision through a range of quality assurance activities, including:

- Pupil voice;

- Curriculum planning scrutiny;
- Learning walks;
- Work scrutiny;
- Professional dialogue with staff; and
- Analysis of assessment information.

The outcomes of monitoring activities shall be reported to senior leaders and governors and used to inform curriculum development, school improvement priorities and professional development opportunities for staff.

Parental concerns and withdrawal of students

In line with statutory guidance, parents and carers will be provided with opportunities to view curriculum overviews, teaching materials and resources used to support Relationships Education and Sex Education. The school is committed to working in partnership with families and ensuring openness regarding curriculum content.

Parents and carers have the legal right to request the withdrawal of their child from some or all aspects of the non-statutory Sex Education provision delivered by the school. There is no right to withdraw a child from statutory Relationships Education, Health Education or those elements of Sex Education taught through the National Curriculum for Science.

Where a request for withdrawal is received, the Headteacher will meet with the parent or carer to discuss the request, clarify the nature and purpose of the curriculum and ensure that parents are fully informed of the educational content and intended learning outcomes.

The school will explain the educational benefits of participation and the potential implications of withdrawal, whilst recognising and respecting the rights of parents and carers. Where withdrawal is agreed, appropriate alternative educational provision will be made.

The school is committed to maintaining open and constructive communication with parents and carers regarding PSHRE and RSE provision. Opportunities will be provided to review curriculum materials, ask questions and discuss the school's approach.

Information regarding PSHRE and RSE content will be shared through curriculum communications and published information. Parents and carers are encouraged to engage with curriculum resources in order to support learning at home.

Dissemination of the Policy

This policy will be published on the school website and made available to parents/carers, staff, governors and other stakeholders on request. Printed copies and alternative accessible formats may be provided by the school office where required

This policy should be read in conjunction with the following:

- Child Protection and Safeguarding Policy;
- Relationship & Behaviour Policy;
- Online Safety Policy;

- Anti-Bullying Policy;
- SEND Policy;

Related Statutory Guidance

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, September 2026)
- Keeping Children Safe in Education (current edition)
- Equality Act 2010
- Children and Social Work Act 2017