



Policy for Personal, Social, Health and Economic Education (PSHE education)

Our vision, rooted in the words of Jesus (Matthew 19:14), "***Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these,***" is to provide a safe, happy and caring environment where all pupils are nurtured and valued within a Christian ethos.

To achieve our vision we:

- provide inspirational and enjoyable learning experiences through a curriculum that is broad, balanced and based on the needs of our children
- work hard to reach our full potential
- share each other's success
- promote a sense of belonging to our school, local and Church community
- foster high self-esteem and nurture high aspirations
- ensure pupils become more confident independent learners
- provide a safe, warm and welcoming Christian environment within which everyone feels valued and respected
- develop spirituality, a moral ethos and an appreciation for Christian values
- enable everyone to grow and blossom into responsible and successful citizens through the firm Christian foundations we provide and an appreciation of national and global communities.

We are a strong team of proud pupils, parents, staff, governors, the Church and the local community.

Our Christian faith gives rise to our service to God and to the community. Our core principles are friendship, forgiveness, hope, trust and courage. These give rise to justice, wisdom and thankfulness.

September 2026

Draft for Governors

September 2028

Date for Review

1. How this Policy was developed

This policy was written by the RSHE Lead and developed in consultation with parents, teachers and other school staff, governors and the pupils at Christ Church CE Academy. It has been approved by the school's governing body.

2. Legal requirements of schools

Relationships Education is statutory in all primary schools. Health Education is also statutory in all state-funded schools. At Christ Church CE Academy, we also teach age-appropriate Sex Education as part of our wider RSHE curriculum, in line with Department for Education guidance and the needs of our pupils.

At Christ Church CE 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 Economic (PSHE) education provision.

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

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, developing critical thinking skills, recognising misinformation and managing influences both online and offline and having the skills and attributes to negotiate and assert themselves now and in the future.

At Christ Church CE Academy, we refer to this subject area as RSHE.

The school's RSHE 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 RSHE 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.

4. How PSHE education, including Relationships Education, is provided and who is responsible for this

At Christ Church CE Academy, we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. It covers the statutory requirements for Relationships Education and Health Education, together with non-statutory Sex Education and the PSHE Association Programme of Study.

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. Our RSHE subject lead works in conjunction with teaching staff in each year group and the phase leads (EYFS, KS1 and KS2) and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver RSHE 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 RSHE 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. Lessons can be a weekly standalone RSHE 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 RSHE lead often discuss this on an informal basis.

We have chosen SCARF as our RSHE 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 statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge.

What is being taught

The Early Years Foundation Stage

In the Early Years Foundation Stage, RSHE education is about making connections; it's strongly linked to child-led activities, including play. RSHE 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, 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.

5. How RSHE education, including Relationships Education, is taught

RSHE lessons are taught by their class teacher once a week in their timetabled RSHE 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.

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 which can be found on our website.

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

6. Monitoring

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 allows both teacher and child to see what progress has been made over the course of each half-termly unit of lesson plans.

Recording Learning

The learning is recorded in a floor book, which provides an overview of pupil work, verbal contributions and discussions, photographs and pictures.

SCARF Success

At the end of a unit teachers complete an assessment overview, which summarise children's learning against the unit's key learning outcomes.

We pass this information on to the next teacher at the end of each year.

The monitoring of the standards of children's work and of the quality of RSHE education is the responsibility of the RSHE subject lead. The work of the subject lead also involves supporting colleagues in the teaching of RSHE education and being informed about current developments in the subject.

The RSHE education subject lead gives the head teacher a termly summary report in which teaching and learning of the subject is evaluated. Areas for development are also identified.

7. 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 RSHE 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 RSHE considers the targets set for individual children in their School Support Plans (ISPs), Individual Assess, Plan, Do Review Plans (IAPDR) or Education, health and Care Plans (EHCPs).

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 to meet the learning outcomes.

Adaptations may include the use of visual supports, symbols, social stories, pre-teaching of vocabulary, additional adult support, alternative methods of recording learning and carefully differentiated teaching approaches to ensure all pupils can access the curriculum successfully.

Our school ensures that the Relationships and Sex Education (RSE) elements of the RSHE 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 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.

Our RSHE curriculum recognises that pupils may identify in different ways and may have family members or friends with a range of identities and experiences. Teaching is delivered in a respectful, age-appropriate

and inclusive way that reflects the requirements of the Equality Act 2010 and promotes dignity, respect and belonging for all.

It is possible that some pupils will also have LGB parents/carers, brothers or sisters, other family members and/or friends. Our RSHE education acknowledges this through the teaching of 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.

Please request to see the school's policy on anti-bullying, equality, diversity and inclusion for further information.

8. 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 delivered as part of RSHE. Parents cannot withdraw their child from statutory Relationships Education, Health Education or National Curriculum Science.

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 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 regard to relationships and sex alongside the information they receive at school.

9. 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 RSHE education be required, please contact the RSHE education lead , **Kerry Morgan**.

10. Policy Review and Development Plan

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

11. Sources of Further Information

This policy has been developed with reference to:

- **Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory Guidance**, Department for Education (July 2025; implemented from September 2026).
- **Writing Your PSHE Education Policy**, PSHE Association (current guidance).
- **PSHE Association Programme of Study** (latest version).
- **Keeping Children Safe in Education** (current edition).
- **Children and Social Work Act 2017**.
- **Valuing All God's Children**, Church of England Education Office (latest edition).

This policy should be read in conjunction with the following:

- Safeguarding/Child Protection policy
- Anti-bullying policy
- Inclusion policy

