# Personal Social Health and Economic Education including Relationships Education

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## 1. How this Policy was developed

This policy was developed in consultation with parents, teachers and other school staff, governors and the pupils at Throston Primary School. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all our pupils. It has been approved by the school's governing body.

## 2. Legal requirements of schools

It is now a statutory requirement for primary schools to deliver Relationships Education. The Department of Education requires schools to ensure both boys and girls are prepared for the changes adolescence brings by teaching the human life cycle set out in the National Curriculum for science.

Health Education is also statutory in all schools.

Throston Primary School acknowledges that under the Education Act 2002 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 provides a framework though 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.

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

At Throston Primary School 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 new statutory requirements for Relationships Education and Health Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.
We 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. Pupil voice is considered and fed into the planned programme.
Our PSHE subject lead, Mrs A Samuel 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 PSHE education confidently. Teachers can access a range of teaching support resources, including guidance documents and Continuing Professional Development (CPD). 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. 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 primary 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.

## 5. What is being taught

Appendix A gives details of the long term planning for Key Stage 1 and 2 and the Early Years Foundation Stage.

The Early Years Foundation Stage
In the Early Years Foundation Stage, PSHE education is about making connections; it is 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 in 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 are 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. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty. We are committed to ensuring that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively and have worked with High Tunstall College of Science to ensure colleagues in secondary schools are able to build on our curriculum in Year 7 and beyond, in the context of a more detailed secondary curriculum which covers intimate and sexual relationships.

We also may use resources from Pol-Ed, which is a range of resources to complement our existing PHSE provision. These resources have been designed in conjunction with the Police's partnership working strategy and are aligned with the PSHE Association Programs of Study. They include lessons created by subject matter experts who specialise in Citizenship teaching and PSHE, assemblies created by subject matter experts and CPD videos for professionals to support the teaching of difficult topic areas. From time to time, school may work with other external agencies eg the School Nursing Service, NSPCC or Show Racism the Red Card, RNLI to support the delivery of PSHE education. We ensure that teaching delivered by any external agencies reflects the school's values and ethos and that all external agencies are aware of and adhere to our Safeguarding policy and procedures.

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

PSHE lessons are taught by their class teacher 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.
To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using group agreement. The teachers will also use a range of skills, including distancing techniques. 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 the school website.

Support is also provided to children experiencing difficulties using a range of internal interventions and external agencies.

## 7. How PSHE education is monitored, evaluated and assessed

**SCARF Progress**
For each of the six units teachers have access to a specially designed pre- and post-unit assessment activity which can be used to support teaching and learning.

**SCARF Success**
At the end of a unit we consider children's learning against the unit's key learning outcomes and record any actions needed to address this.

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. 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 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, rporting to governors and being informed about current developments in the subject.

## 8. How the delivery of the content will be made accessible to all pupils

It is not our school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement, and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE takes into account the targets set for individual children in their Individual Education Plans (IEPs).

Our teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, adjust their content in order to meet the learning outcomes.

Our school ensures that the Relationships Education 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 4% of pupils will go on to define themselves as gay, lesbian, bi-sexual or pansexual (GLBP). It is possible that some pupils will also have GLBP parents/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.

## 9. Parental concerns and withdrawal of students

Parents do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science Education. Parents are invited to view our resources and discuss any concerns with our staff.

Parents should be given every opportunity to understand the purpose and content of Relationships 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 allow parents to see examples of the resources we plan to use. We will provide opportunities for parents to view examples through meetings. Ongoing communication with parents about what is planned to be taught and when, will be provided through class dojo and parents are signposted to resources in order to support them in carrying out their responsibilities relating to providing Relationship and Sex Education at home. It is valuable for children's development to learn about their own families' values in regards to relationships.

## 10. Dissemination of the Policy

This policy is 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 A Samuel.

## 11. Policy Review and Development Plan

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

## 12. Other relevant school policies

This policy should be read in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Anti-bullying policy
- Equality Information and Objectives statement
- DfE ‘Keeping children safe in education’

Appendix A - Long Term Plan RSHE - updated 2026 highlighted changes

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

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| | | Bystander behaviour<br>Gender stereotyping | Drugs: norms & risks (inc. the law) | Earning & saving money<br>Understanding democracy | Sex education<br>Self-esteem | Digital literacy & critical thinking skills |