

PSHE, including RSE, Policy

Approved by:

Full Governing Board

Date: October 2026



"Be determined and confident as God will be with you", inspiring you to "learn, care and share through work, play and prayer".

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1 School vision and aims

All that we believe at St George's, including our vision for PSHE including Relationships and Health Education, is underpinned by our mission statement of "'Be determined and confident as God will be with you", inspiring us to learn, care and share, through work, play and prayer'.

At Mossy Lea, our school's mission statement is, "From Tiny Acorns mighty Oaks grow!"

This policy was developed in consultation with parents, teachers and other school staff, governors and the pupils at St George's and Mossy Lea. 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.

2 Statutory requirements

Relationships Education and Health Education are statutory in primary schools. Sex Education is not compulsory, although the DfE recommends that primary schools provide an age-appropriate programme in Years 5 and/or 6 which explains how a baby is conceived and born. Parents may request withdrawal from Sex Education that goes beyond the National Curriculum for Science.

At St George's and Mossy Lea, 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 Definitions

PSHE (Personal, Social, Health and Economic Education) develops pupils' knowledge, skills and understanding to keep themselves healthy, safe and prepared for life.

Relationships Education teaches pupils about healthy friendships, families, respect, boundaries and keeping safe. It is statutory in primary schools.

Sex Education teaches content beyond the statutory Science curriculum, including human conception and birth. It is non-statutory in primary schools and parents may request withdrawal from these lessons.

RSE means Relationships and Sex Education. In primary schools, Relationships Education is statutory, while Sex Education beyond the National Curriculum for Science is non-statutory.

Health Education teaches pupils about physical health, mental wellbeing, puberty, safety and healthy lifestyles. It is statutory in primary schools.

4 Curriculum Content

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 our 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.

5. Organisation and Delivery

At St George's and Mossy Lea, we use SCARF as our main scheme of work for PSHE, Relationships Education, Health Education and non-statutory Sex Education. SCARF provides a progressive, spiral curriculum that builds on pupils' prior knowledge and skills and meets statutory requirements, updated to cover the 2026 revised content.

In the Early Years Foundation Stage, PSHE is also taught through play, child-led activities, planned learning and daily routines. Children develop independence, confidence and social skills through experiences such as working in groups, managing their personal needs and taking part in the wider life of the school.

In Key Stages 1 and 2, pupils follow six half-termly units:

1. **Me and My Relationships** – feelings, emotions, friendships and conflict resolution
2. **Valuing Difference** – respectful relationships, diversity and British values
3. **Keeping Myself Safe** – physical and emotional health, safety and risk
4. **Rights and Responsibilities** – money, the wider world and the environment

5. **Being My Best** – healthy lifestyles, resilience, goal-setting and achievement
6. **Growing and Changing** – the human body, puberty, change and personal safety

Teachers adapt lessons and resources to meet pupils' needs, maturity and experiences. Pupil voice is used to evaluate the curriculum and inform future planning.

Every class receives planned PSHE teaching. This is supported and reinforced through:

- Science lessons
- Computing lessons
- PE and swimming (health and hygiene)
- Circle time, stories and class discussions
- Collective worship and assemblies
- Educational visits and external visitors
- First aid and emergency safety teaching
- Fire, road, water and online safety

Cross-curricular teaching complements but does not replace the planned PSHE curriculum. Curriculum overviews and progression documents are included in the appendices.

External visitors may support the curriculum where they provide appropriate expertise. The school remains responsible for all teaching. Visitors and resources will be checked in advance to ensure that content is accurate, balanced, age appropriate and consistent with this policy and the school's safeguarding procedures. A member of school staff will remain present.

Within National Curriculum Science, pupils learn about growth, life cycles, reproduction and puberty at an age-appropriate level. In Year 6, pupils also receive non-statutory Sex Education about human conception and birth, including sexual intercourse and IVF. This builds on previous learning about relationships, puberty and reproduction and supports pupils' transition to secondary school.

Half-termly knowledge organisers, including key learning and vocabulary, are shared with parents and published on the school website. Curriculum overviews, progression documents, SCARF planning and relevant Science content are included in the appendices.

<https://www.st-georges.lancs.sch.uk/page/?title=PSHE&pid=191>

6. Roles and Responsibilities

The governing board is responsible for approving the policy, ensuring statutory requirements are met and holding the headteacher to account for its implementation.

The headteacher is responsible for ensuring the curriculum is taught consistently, staff receive appropriate training and support and parental requests for withdrawal from non-statutory Sex Education are managed in line with this policy.

The PSHE subject leader is responsible for:

- overseeing curriculum planning, progression and resources
- supporting and training staff
- monitoring teaching, learning and assessment

- ensuring statutory content is covered
- consulting pupils, parents and staff
- reporting to governors and senior leaders

Class teachers are responsible for:

- delivering age-appropriate and inclusive lessons
- adapting teaching to meet pupils' needs
- creating a safe and respectful learning environment
- answering questions appropriately
- assessing pupils' knowledge and understanding
- reporting safeguarding concerns in line with school procedures

The Designated Safeguarding Lead advises staff on safeguarding content and responds to concerns or disclosures arising from PSHE lessons.

The SENCO supports staff in adapting teaching and resources so that pupils with SEND can access the full curriculum.

All staff are responsible for modelling respectful relationships and promoting the values, attitudes and behaviours taught through PSHE.

7. Creating a safe learning environment

PSHE is taught weekly by class teachers in pupils' usual classes, generally in mixed-sex groupings. Teachers use a range of interactive and age-appropriate methods, including discussion, films, stories, games and drama.

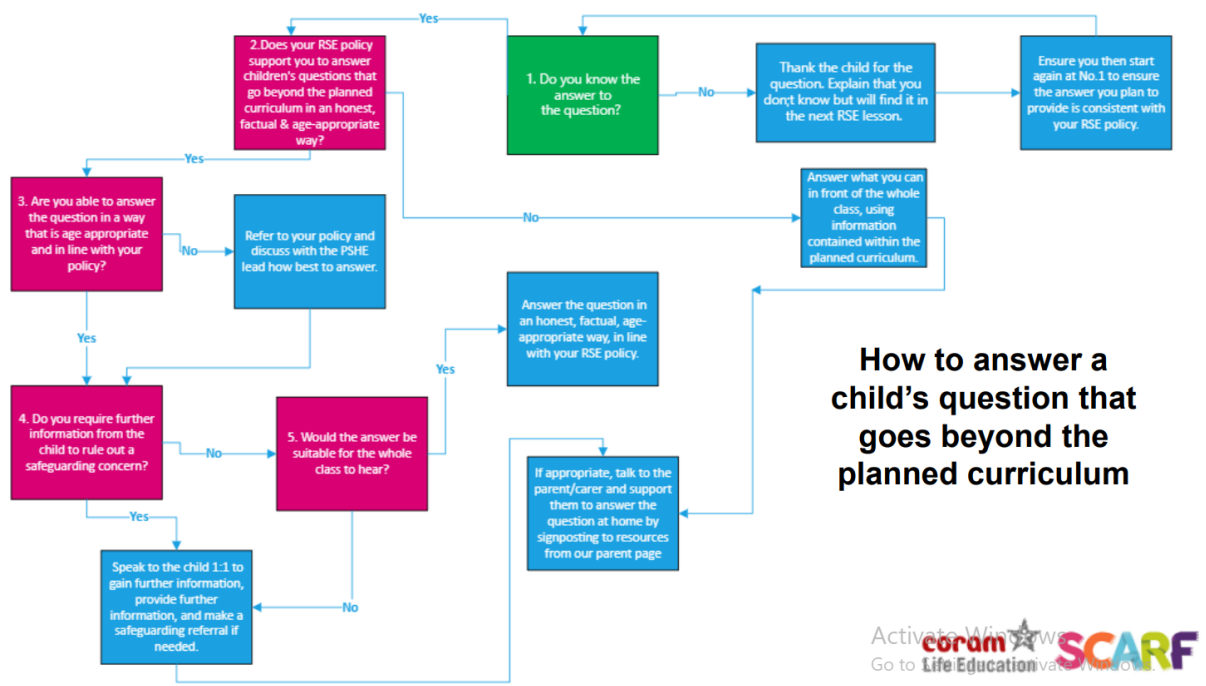
A group agreement establishes a safe and respectful learning environment. Pupils are reminded that lessons are not confidential and that adults must share information if they are concerned about a child's safety. Distancing techniques and anonymous question boxes are used so that pupils are not required to discuss personal experiences.

Questions are answered factually, sensitively and in an age-appropriate manner. Where a question is unsuitable for whole-class discussion, the teacher may respond privately, defer the answer or seek advice from the PSHE subject leader or Designated Safeguarding Lead. Staff will not share personal information or speculate when answering questions. Questions will not be ignored, as pupils may otherwise seek information from unreliable or inappropriate sources.

Any concern or disclosure will be managed in accordance with the school's safeguarding procedures. Pupils experiencing difficulties will be offered appropriate individual support and directed to trusted adults and suitable sources of help and advice.

Puberty and menstruation are taught sensitively before pupils are likely to experience them. Period products are available from the school office and designated staff. Pupils may approach their class teacher or another trusted adult for help and will be supported discreetly, sensitively and without embarrassment.

Staff should refer to the following flowchart when answering questions:



8. Inclusion and equality

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. Teaching is adapted to meet pupils' individual needs, including those with SEND, taking account of their developmental stage and any individual support or Education, Health and Care plans. Pupils will not normally be withdrawn from PSHE to complete work in other subjects. 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.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils. All pupils learn about the biological changes that may occur during puberty. Teaching is factual, sensitive and inclusive and promotes dignity, empathy and respect. The school does not tolerate discrimination, bullying or harassment.

Teaching recognises different cultures, beliefs, backgrounds and family structures, including families with same-sex parents. It challenges stereotypes and helps pupils understand the importance of equality and respectful relationships.

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

9. Assessment, monitoring and evaluation

Teachers assess pupils' knowledge and understanding through discussion, questioning, lesson activities and the SCARF 'I can...' statements. Assessment identifies pupils who have met, exceeded or not yet achieved the intended learning outcomes. It does not assess pupils' personal experiences, family circumstances or private beliefs.

The PSHE subject leader monitors provision through pupil voice, discussions with staff, reviews of planning and assessment, lesson visits and scrutiny of pupils' work where appropriate. Findings are used to support staff, improve curriculum provision and report to senior leaders and governors.

10. Working with parents and carers and the right to withdraw from Sex Education

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.

If a parent requests a withdrawal, the headteacher 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 headteacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. Following this discussion, the headteacher will grant the request to withdraw the pupil from non-statutory Sex Education and will keep a written record of the request and discussion. 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. Parents will be sent a representative sample of the resources used and may request to view all RSHE curriculum materials. Parents will be consulted about the detailed content of the Year 6 Sex Education programme before it is taught and will receive information explaining their right to request withdrawal. Ongoing communication with all parents about what is planned to be taught and when, will be provided through half-termly curricular letters home.

Parents will also be encouraged to access and use the free resources on the SCARF website: <https://www.coramscarf.org.uk/family-scarf/parents-and-schools-together/talking-with-your-child-about-rsem>

11. Policy availability and review

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 further information about PSHE education be required, please contact the PSHE subject leader.

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

13. Appendices

[SCARF-knowledge-organisers-y1-p2.pdf](#)

[SCARF-knowledge-organisers-y2-p3.pdf](#)

[SCARF-knowledge-organisers-y3-p4.pdf](#)

[SCARF-knowledge-organisers-y4-p5.pdf](#)

[SCARF-knowledge-organisers-y5-p6.pdf](#)

[SCARF-knowledge-organisers-y6-p7.pdf](#)

[Learning journey](#)

[SCARF long term plan](#)