

ABBHEY HILL PRIMARY AND NURSERY SCHOOL



Achieving our Dreams Together

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION AND RELATIONSHIPS, HEALTH AND SEX EDUCATION POLICIES

Date policy agreed:	July 2025
Date of next review:	July 2026
Headteacher signature:	
Chair of Governors' signature:	



Achieving our dreams together



This policy was written by the PHSE leader and senior leadership team and in consultation with parents, teachers, support staff, governors and pupils following consultation in April 2022 and approved by Governors in June 2022. The Policy was reviewed by the Governing Body in July 2025. It is the intention of school to conduct a full review of its curriculum in 2025-2026 and a new policy to be issued in July 2026.

We have listened and responded to all views to help strengthen the policy, ensuring it meets the needs of all pupils.

Our Curriculum Leader is: Adam Jevons-Newman

Our Diversity Leader (including PSHE and RSE) is: Louise Colbourne

Statutory Regulations and Guidance

It is a statutory requirement for primary schools to deliver Health and Relationships Education. The DfE also recommends that all schools 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 Abbey Hill RSE is taught as an integral part of our PSHE education. We acknowledge the need for a broad and balanced curriculum and this policy covers the statutory content as well as all aspects of our Personal, Social, Health and Economic (PSHE) education provision.

Summary of Personal, Social, Health and Economic Education including Relationships Education

Our PSHE curriculum, including statutory Relationships and Health education, and non-statutory sex education, provides a framework through which pupils develop and apply key skills, attributes, and knowledge. It promotes positive behaviour, good mental health and wellbeing, resilience, and achievement. Pupils learn how to stay safe online, develop healthy and safe relationships, make sense of media messages, challenge extreme views and develop the skills and attributes to negotiate and assert themselves now and in the future.

We deliver a planned thematic PSHE program, built around a 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.

Organisation and curriculum design

We use the SCARF programme to deliver PSHE and Wellbeing education. It covers all statutory requirements for Relationships and Health Education, including non-statutory Sex Education. Our PSHE subject leader is responsible for ensuring all staff are equipped with the knowledge, skills, and resources to deliver PSHE and RSE education confidently. She works closely with teaching staff and key stage leaders, using the SCARF training materials to do this.

The curriculum comprises six units of work for each year group from Nursery to Year 6 and where necessary we adapt the scheme of work to meet the circumstances of our school.

Lessons build upon pupil's prior learning and staff have monitored the content to ensure it is relevant and sensitive to the needs of our children. There is planned progression across the scheme of work and topics are revisited in more detail as the children get older, developing their knowledge and understanding at an age appropriate level.

PHSE and RSE lessons may be taught as a weekly standalone lesson or be linked into a cross curricular theme. Each lesson has clear learning objectives and outcomes.

Early Years Foundation Stage

In the EYFS, PSHE education is strongly linked to child-led activities and play. It is taught through topic based activities, as well as individually to develop personal skills such as dressing and toileting. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. Pupils engage in social activities as part of a small group or whole class activities.



KS1 and KS2

The SCARF programme comprises of 6 themed units across the year:

1. Me and My Relationships includes feelings, emotions, conflict resolution and friendships.
2. Valuing Difference focuses on respectful relationships and British values.
3. Keeping Myself Safe looks at keeping ourselves healthy and safe.
4. Rights and Responsibilities teaches about money, living in the wider world and the environment.
5. Being My Best develops skills in keeping healthy, developing a growth mindset (resilience), goal setting and achievement.
6. Growing and Changing finds out about the human body and the changes that take place from birth to old age and being safe.

Pupils 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 help them 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. Pupils are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

*In Y2 science, pupils 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, pupils 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 some content specific to learning what happens in puberty.** SCARF provides some advisory content to support pupils with additional needs so that lesson content may be adapted where applicable. <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/signposting-and-support-for-children-with-additional-needs> It is school's policy to notify parents prior to the teaching of this unit.*

It is important that pupils' ongoing emotional and physical development is addressed effectively before their move to secondary school. The DfE recommends that all primary schools should have a sex education programme, tailored to the age, physical and emotional maturity of pupils.



Within our non-statutory sex education in Y6 children will learn how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content pupils have learnt previously in relationships, puberty changes and reproduction lessons, and lays the foundations for their ongoing Relationships and Sex Education in secondary school.

In addition to the SCARF programme our pupils also access CASE in Y1 and DARE in Y5 delivered by outside providers. We also have themed weeks across school focussing on Diversity, Anti-bullying, Enterprise and Internet Safety at points throughout the year.

How the curriculum is taught

PSHE and RSE is taught by class teachers once a week in a timetabled lesson throughout the year. Pupils learn 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. To ensure all pupils feel comfortable and to reduce anxiety and embarrassment when learning about a range of topics, we create a safe learning environment based around being Respectful, Open, Confidential and Kind.

Teachers also provide opportunities for pupils to ask questions in whole class lessons, small groups, on a 1:1 or through an anonymous question box. Teachers will answer pupil's questions factually and honestly in an age appropriate way and respond to any disclosures following the school's safeguarding procedures and child protection policy which can be found on the school website or requested from the school office.

Our Family Support Worker, SENCo and PSHE lead are available to support pupils who experience difficulties. Relevant leaflets, websites and posters can be shared to refer pupils, and their families, to sources of help and advice, alongside suitable books which can be found in the library.

How learning is monitored, evaluated, and assessed

We monitor and assess learning in PSHE in the following ways:

SCARF Success

At the end of a unit, teachers may consider a range of 'I can' statements, which summarise pupil's learning against the unit's key outcomes.



Monitoring the standard of pupil's work and the quality of PSHE education is the responsibility of the PSHE subject leader and is interwoven into the school's CPD, Monitoring and Evaluation Plans:

- **Pupil and staff voice**
 - Senior leaders and the PHSE leader carry out pupil and staff voice tasks during the year to ensure the curriculum is being taught effectively and that children learn more and remember more as they move through each school year.

- **Work scrutiny and learning walks**
 - Pupil's written work will be monitored throughout the year to ensure they access the whole curriculum and understand what has been taught. Senior leaders and the PHSE leader will observe lessons and talk to pupils about their learning.
 - The work of the subject lead also involves supporting colleagues in the teaching of PSHE and RSE and keeping up to date about any developments in the subject.

Equality and accessibility for all

Pupils with special educational needs should be included in PSHE education and RSE. Lesson plans will be adapted, and extra support provided where necessary to ensure all pupils develop key skills, attributes, and knowledge at a level they understand. Teachers and teaching assistants use support strategies identified in pupil's provision maps where necessary.

SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content, to meet the needs of pupils by adjusting content to meet the learning outcomes.

Our school ensures that the Relationships and Sex Education elements of the PSHE education programme are relevant to all pupils whatever their gender identity. All pupils learn together about 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 who identifies as transgender or non-binary 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, around 4% of pupils will go on to define themselves as gay, lesbian, bi-sexual or pansexual (GLBP). Some pupils will also have GLBP parents or 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 which helps to create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools 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 and are required to raise pupils' awareness of diversity, and promote respectful relationships with those who are different from them.

The following school policies work in conjunction with this policy:

- Anti-bullying
- Equality
- Behaviour
- Child protection and safeguarding
- SEND
- E-safety
- Confidentiality

Safeguarding

Teachers are aware that effective RHSE, which brings an understanding of what is and what is not appropriate in a relationship, may lead to a disclosure of a child protection issue. In this situation, teachers will report this to the school's designated safeguarding leads or one of the deputies, in line with our safeguarding policy.



When teaching, staff encourage the use of correct vocabulary for genitals as this ensures pupils can accurately describe inappropriate touching, should they ever need to seek help about this.

Visitors from external agencies supporting the teaching of RHSE will be required to provide their DBS checks before working with pupils and will not be left alone with children at any time. Their lesson content will be checked by the PHSE leader or class teacher to ensure that it is age appropriate and in line with our school's policy and ethos.

Parental concerns and the right to withdraw

Parents have the right to request that their child be withdrawn from some, or all, of the non-statutory Sex Education taught in school, **but not Relationships 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 staff.

The “making babies” lesson in Y6 is the only lesson that contains non-statutory elements. Parents will be informed before this lesson is taught and will be able to view the resources to be used during the lesson.

Before granting a request to withdraw a child, the head teacher will invite the parent to discuss the request to ensure 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.

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 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 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 letters home. 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 his or her own family's values in regard to relationships and sex alongside the information they receive at school.

Policy access

This policy has been made accessible to parents, teachers, other school staff, and governors through the school website. Anyone wanting a printed copy, or for the policy to be provided in another language or format, should make a request to the school office.

Should further information about PSHE or RSE be required, please contact school and ask to speak to the PSHE education or RSE lead.

