



Crays Hill
Primary School



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Personal, Social, Health Education (PSHE) Policy

Including Relationships Education and Relationships and Sex Education (RSE)

Policy Approved: Autumn 2026

Review Date: Autumn 2028

Responsible Lead: Headteacher / PSHE Subject Leader

Approved By: Local Governing Body, Crays Hill Primary School

1. Aims

At Crays Hill Primary School, we believe that Personal, Social, Health (PSHE) Education plays a vital role in developing confident, healthy, resilient and responsible citizens.

Through our PSHE curriculum, including Relationships Education and Relationships and Sex Education (RSE), we aim to:

- Promote children's physical, emotional, mental and social wellbeing.
- Support pupils to develop positive relationships and respect for others.
- Enable children to understand and manage their feelings and emotions.
- Equip pupils with the knowledge and skills needed to stay safe online and offline.
- Develop resilience, independence and self-confidence.
- Foster respect, inclusion, equality and diversity.
- Prepare pupils for the opportunities, responsibilities and experiences of later life.
- Support pupils to become active and responsible members of their community.
- Promote safeguarding by helping children recognise risks and seek support when needed.
- Prepare pupils for the physical and emotional changes associated with growing up.

These aims reflect our school values and ethos of:

Learning, Safety and Respect for All.

2. Statutory Requirements

As an academy, Crays Hill Primary School must provide:

- Relationships Education to all primary pupils.
- Health Education to all primary pupils.

This policy has due regard to:

- Children and Social Work Act 2017
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance
- Equality Act 2010
- Keeping Children Safe in Education
- Education Act 1996
- SEND Code of Practice
- Human Rights Act 1998

Parents cannot withdraw their child from statutory Relationships Education or Health Education.

Parents may request withdrawal from the non-statutory elements of Sex Education taught beyond the National Curriculum Science requirements.

3. School Context

Crays Hill Primary School serves a unique and diverse community. Our curriculum reflects the needs of all learners and promotes inclusion, belonging and respect.

We recognise that many of our pupils may experience:

- Mobility between schools.
- Different family structures.
- Diverse cultural backgrounds.
- Additional social, emotional or educational needs.

Our PSHE curriculum is designed to ensure that every child develops the knowledge, skills and confidence required to thrive both now and in the future.

4. Policy Development

This policy has been developed through consultation with:

- School staff
- Governors
- Pupils
- Parents and carers
- Trust representatives

The consultation process included:

- Reviewing statutory guidance.
 - Evaluating existing provision.
 - Gathering pupil voice.
 - Staff discussions and feedback.
 - Parent consultation opportunities.
 - Governor review and approval.
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5. Definition of PSHE and RSE

PSHE Education is a planned programme of learning through which children acquire the knowledge, understanding and skills they need to manage their lives now and in the future.

Relationships Education teaches children about:

- Families and people who care for them.
- Caring friendships.
- Respectful relationships.
- Online relationships.
- Keeping safe.

Health Education focuses upon:

- Mental wellbeing.
- Physical health and fitness.
- Healthy eating.
- Personal hygiene.
- Internet safety.
- Drugs, alcohol and tobacco awareness.
- Health prevention.
- Basic first aid.
- Growing and changing.

Sex Education is taught in a factual, age-appropriate manner and supports children to understand:

- Human reproduction.
- How babies develop and are born.
- Physical and emotional changes associated with puberty.

Sex education is delivered within the context of healthy relationships, safety and safeguarding.

6. Curriculum

Crays Hill Primary School uses the **Coram Life Education SCARF programme** as the basis for our PSHE curriculum.

SCARF stands for:

- **S**afety
- **C**aring
- **A**chievement
- **R**esilience
- **F**riendship

The programme provides a whole-school approach to supporting pupils' health, wellbeing and personal development.

Learning is organised through six key themes:

Autumn 1

Me and My Relationships

Children learn about:

- Feelings and emotions
- Friendships
- Positive relationships
- Conflict resolution
- Working cooperatively
- Self-awareness

Autumn 2

Valuing Difference

Children learn about:

- Similarities and differences
- Diversity
- Equality
- Inclusion
- Respect
- Challenging stereotypes
- Anti-bullying

Spring 1

Keeping Safe

Children learn about:

- Personal safety
- Online safety
- Consent and boundaries
- Risk management
- Medicines and household substances
- Trusted adults

Spring 2

Rights and Respect

Children learn about:

- Rights and responsibilities
- Citizenship
- Caring for the environment
- Economic wellbeing
- Community involvement
- British Values

Summer 1

Being My Best

Children learn about:

- Physical health
- Healthy lifestyles
- Mental wellbeing
- Growth mindset
- Goal setting
- Achievement and resilience

Summer 2

Growing and Changing

Children learn about:

- Personal development
- Puberty
- Relationships
- Life cycles
- Human reproduction
- Transition to secondary school

7. Inclusion and Equality

Crays Hill Primary School is committed to ensuring that all pupils can access PSHE and RSE learning.

Teaching will:

- Reflect the diversity of modern Britain.
- Recognise and respect different family structures.
- Challenge prejudice and discrimination.
- Promote equality and inclusion.
- Meet the requirements of the Equality Act 2010.
- Be appropriately adapted for pupils with SEND.
- Take account of individual developmental needs.

Staff will ensure that all pupils feel respected, valued and represented within the curriculum.

8. Safeguarding

PSHE and RSE are an important part of the school's safeguarding curriculum.

Children are taught:

- How to stay safe.
- How to recognise unsafe situations.
- How to identify trusted adults.
- How to seek help.
- How to report concerns.
- How to stay safe online.
- How to recognise healthy and unhealthy relationships.

Where safeguarding concerns arise, staff will follow the school's safeguarding and child protection procedures.

No adult can guarantee confidentiality where a safeguarding concern is identified.

9. Delivery of the Curriculum

PSHE is taught weekly across all year groups.

Teaching approaches may include:

- Discussion-based learning
- Circle time
- Role play
- Drama

- Storytelling
- Problem-solving activities
- Reflection activities
- Cooperative learning
- Videos and interactive resources
- Visitors and workshops

Ground rules are established to ensure lessons remain:

- Safe
- Respectful
- Inclusive
- Age appropriate

Staff answer questions honestly and factually whilst ensuring responses remain appropriate to pupils' age and level of understanding.

10. Relationships Education

Relationships Education is taught throughout the school and covers:

Families and People Who Care for Me

Pupils learn that:

- Families are important.
- Families can be different.
- Stable, caring relationships support wellbeing.

Caring Friendships

Pupils learn about:

- Kindness
- Trust
- Respect
- Resolving disagreements

Respectful Relationships

Pupils learn:

- Mutual respect
- Courtesy
- Good manners
- Equality

Online Relationships

Pupils learn:

- Safe online communication
- Digital citizenship
- Online risks
- Reporting concerns

Being Safe

Pupils learn:

- Personal boundaries
 - Body ownership
 - Consent
 - Trusted adults
 - Seeking help
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11. Health Education

Health Education includes:

Mental Wellbeing

- Recognising emotions
- Managing feelings
- Resilience
- Self-care

Physical Health

- Exercise
- Nutrition
- Sleep
- Hygiene

Healthy Eating

- Balanced diets
- Food choices

Internet Safety

- Digital wellbeing
- Online risks

Health Prevention

- Personal hygiene
- Oral health
- Basic first aid

Changing Adolescent Body

- Puberty
 - Physical changes
 - Emotional changes
 - Personal care
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12. Sex Education

Sex Education forms part of the Growing and Changing unit in Upper Key Stage 2.

Children may be taught:

- Human reproduction
- Conception
- Pregnancy
- Birth
- Puberty and bodily changes

Lessons are:

- Age appropriate
- Scientifically accurate
- Sensitive
- Inclusive

Teaching takes place within the context of healthy relationships, family life and safeguarding.

13. Roles and Responsibilities

The Local Governing Body

The governing body will:

- Approve the policy.
- Monitor implementation.
- Ensure statutory requirements are met.

The Headteacher

The Headteacher will:

- Ensure the curriculum is taught consistently.
- Monitor standards.
- Manage requests regarding withdrawal from sex education.
- Ensure staff receive appropriate training.

The PSHE Subject Leader

The PSHE Leader will:

- Lead curriculum development.
- Support staff.
- Monitor curriculum implementation.
- Evaluate impact.
- Organise staff development.

Teaching Staff

Teachers are responsible for:

- Delivering lessons sensitively and professionally.
- Modelling positive relationships.
- Meeting pupils' needs.
- Creating safe learning environments.
- Following safeguarding procedures where concerns arise.

Pupils

Pupils are expected to:

- Participate respectfully.
 - Listen to others.
 - Follow class expectations.
 - Engage positively with learning.
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14. Working with Parents and Carers

We recognise that parents and carers are children's first educators.

The school aims to:

- Work in partnership with parents.
- Share curriculum information.
- Inform families when specific RSE content is taught.
- Provide opportunities for discussion and questions.

Parents are encouraged to discuss PSHE and RSE learning with their children at home.

15. Right to Withdraw

Parents do not have the right to withdraw their children from:

- Relationships Education.
- Health Education.
- National Curriculum Science.

Parents may request withdrawal from non-statutory sex education content that sits outside the National Curriculum.

Requests should be made in writing to the Headteacher.

The Headteacher will meet with parents to discuss concerns and explain the curriculum before confirming arrangements.

Alternative learning will be provided during any withdrawn sessions.

16. Monitoring, Evaluation and Review

The effectiveness of this policy will be monitored through:

- Lesson observations
- Learning walks
- Planning scrutiny
- Pupil voice
- Staff feedback
- Assessment information
- Governor monitoring

The PSHE Subject Leader and Headteacher will review the policy every two years or sooner if statutory guidance changes.

Appendix 1

SCARF Curriculum Overview

Half Term	Unit
Autumn 1	Me and My Relationships
Autumn 2	Valuing Difference
Spring 1	Keeping Safe
Spring 2	Rights and Respect
Summer 1	Being My Best
Summer 2	Growing and Changing

Appendix 2

Parent Request for Withdrawal from Sex Education

Child's Name: _____

Class: _____

Parent/Carer Name: _____

I wish to request that my child be withdrawn from the non-statutory sex education elements of the PSHE/RSE curriculum.

Reason for request:

Parent Signature: _____

Date: _____

Headteacher Signature: _____

Date of Meeting: _____

Decision Confirmed: Yes / No

Policy Review Date: Autumn 2028
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Learning, Safety and Respect for All