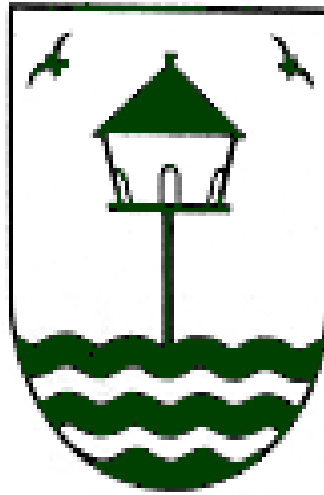




COTEFORD JUNIOR SCHOOL

PSHE with RSE integrated Policy

Date Reviewed:	May 2026 after consultation period concluded
Next Review:	July 2027

1. Introduction

This policy outlines Coteford Junior School's approach to delivering high-quality Personal, Social, Health and Economic (PSHE) education, including statutory Relationships Education and Health and Wellbeing Education, and our carefully designed, age-appropriate Sex Education programme.

The policy was developed by the PSHE and RSE Lead through consultation with pupils, parents, staff and governors. Feedback was used to strengthen clarity, ensure cultural sensitivity and align the curriculum with the needs of our school community.

PSHE and RSE form a core part of our safeguarding culture. Through explicit teaching and a whole-school ethos of respect, inclusion and responsibility, pupils learn the knowledge, language and confidence to recognise unsafe situations, set boundaries, seek help and build healthy relationships. This supports early help, prevention and the promotion of emotional wellbeing.

2. Statutory and Legal Framework

Coteford Junior School is fully compliant with all statutory requirements relating to PSHE, Relationships Education, Health and Wellbeing Education and Sex Education. Our curriculum is shaped by the following legislation and guidance:

- Education Act 2002 / Academies Act 2010
- DfE Relationships Education, Relationships and Sex Education (RSE) and Health and Wellbeing Education Guidance (2025 update for implementation in 2026)
- Equality Act 2010
- Keeping Children Safe in Education (2025)
- Ofsted Education Inspection Framework (2025)
- PSHE Association Programme of Study (2025)

Statutory content

Primary schools must teach:

- Relationships Education
- Health and Wellbeing Education
- Science curriculum content on reproduction and puberty

Non-statutory but strongly recommended

- Sex Education beyond the science curriculum

Coteford Junior School teaches non-statutory Sex Education in Year 5, ensuring pupils receive accurate, age-appropriate information before transition to secondary school.

3. Aims of PSHE and RSE

Our PSHE and RSE curriculum aims to equip pupils with the knowledge, skills and attributes they need to thrive as individuals, family members and members of society.

We aim to ensure pupils:

- build healthy, respectful and safe relationships
- understand consent, personal boundaries and bodily autonomy
- recognise and report unsafe or harmful behaviours
- stay safe online and offline, including understanding scams, fraud, deepfakes, online financial harms and privacy risks
- develop emotional literacy, self-regulation and resilience
- understand the physical and emotional changes of puberty, including menstrual health
- develop a positive sense of identity and self-worth
- challenge stereotypes, prejudice and discrimination
- understand rights, responsibilities and the rule of law
- make informed choices about health, wellbeing and lifestyle
- develop critical thinking and media literacy, including recognising misinformation and manipulative online content
- understand change, loss and bereavement

These aims support our whole-school vision of developing confident, responsible and compassionate citizens who are prepared for the next stage of their education and life.

4. Curriculum Structure

Coteford Junior School uses SCARF, an evidence-based, progressive scheme of work that aligns fully with statutory requirements and the PSHE Association Programme of Study. SCARF provides a spiral curriculum, ensuring that learning is revisited, reinforced and developed year on year.

The six SCARF units

- **Me and My Relationships** – emotional literacy, communication, conflict resolution, friendship skills
- **Valuing Difference** – diversity, inclusion, protected characteristics, respect, British values
- **Keeping Myself Safe** – personal safety, online safety, risk, drugs and medicines, peer influence, digital coercion
- **Rights and Responsibilities** – money, environment, sustainability, community, media influence
- **Being My Best** – growth mindset, goal-setting, healthy habits, physical health

- **Growing and Changing** – puberty, body changes, reproduction, menstrual health, personal hygiene, managing change and loss

Curriculum progression

Each year builds on prior learning. Concepts are introduced gradually and revisited with increasing depth and complexity, ensuring pupils develop secure understanding and age-appropriate confidence.

5. What Pupils Learn

5.1 Relationships Education

Pupils develop the knowledge, language and skills to build safe, healthy and respectful relationships. Teaching includes:

- understanding families and the diversity of family structures, including same-sex families
- forming and maintaining friendships, showing kindness and empathy
- recognising, managing and resolving conflict
- understanding consent, personal boundaries and the right to privacy
- recognising bullying (including cyberbullying) and knowing how to seek help
- challenging stereotypes, understanding discrimination and valuing inclusion
- identifying trusted adults and reliable sources of support
- learning correct anatomical vocabulary for safeguarding purposes

5.2 Health and Wellbeing Education

Pupils learn how to look after their physical and mental wellbeing, with teaching that covers:

- mental wellbeing, emotional regulation and practical coping strategies
- physical health, including sleep, exercise, healthy eating and hydration
- personal hygiene and self-care routines
- puberty, menstruation and menstrual health
- age-appropriate learning about drugs, alcohol and tobacco
- basic first aid and how to respond in an emergency
- online safety, digital wellbeing, scams, fraud, gaming risks, deepfakes, misinformation and managing screen time
- personal safety, including fire safety, water safety, road safety and rail safety
- understanding change, loss and bereavement

5.3 Science Curriculum

Biological content is taught through the statutory science curriculum:

- **Year 2:** reproduction and growth in animals (at Coteford Infant School)
- **Year 5:** life cycles, reproduction in humans and animals, and puberty

5.4 Sex Education (non-statutory)

Non-statutory sex education is delivered in Year 5 to ensure pupils have accurate, age-appropriate knowledge before secondary school. Teaching includes:

- conception through sexual intercourse
- conception through IVF and assisted reproduction
- fertilisation, pregnancy and birth
- the importance of healthy, respectful relationships in the context of family life
- addressing common myths and misconceptions to ensure pupils receive factual, safeguarding-aligned information

This learning ensures pupils are well prepared for secondary RSE, supports safeguarding, and promotes confident, informed and respectful attitudes as they grow.

6. Teaching and Learning Approach

PSHE and RSE are taught weekly in mixed-sex classes using a wide range of interactive, inclusive and evidence-based teaching methods, including:

- structured discussion and circle time
- assemblies
- whole school celebratory events such as Children's Mental Health and Wellbeing Week
- drama, role-play and scenario-based learning
- films, animations and visual resources
- activity sheets and reflective tasks
- online interactive tools
- distancing techniques to depersonalise sensitive content
- anonymous question boxes to support safe questioning

Safe learning environment

Teachers establish:

- a class group agreement
- clear confidentiality boundaries
- expectations for respectful discussion
- a culture of curiosity, empathy and inclusion

Teachers answer questions honestly, factually and age-appropriately. Any safeguarding concerns are reported immediately in line with school procedures.

Use of external visitors

External visitors (e.g., SCARF professionals, community police and NSPCC) may support delivery. All sessions are:

- planned with the PSHE and RSE Lead
- quality-assured
- delivered with a member of staff present

Sex Education is only taught by staff from Coteford Junior School.

7. Assessment, Monitoring and Evaluation

7.1 Assessment

We assess learning through:

- SCARF pre- and post-unit assessments
- teacher summative assessments using “I can...” statements
- pupil self-reflection and discussion
- observation of participation and engagement

Assessment informs planning, identifies misconceptions and highlights pupils who may need additional support.

7.2 Monitoring

The PSHE and RSE Lead monitors:

- lesson quality and consistency
- planning and resource use
- pupil work and assessment outcomes
- staff confidence and training needs

- pupil voice feedback
- PSHE floor books of evidence
- alignment with statutory guidance

Monitoring activities include learning walks, book looks, staff surveys, pupil interviews and CPD evaluations.

8. Inclusion and Accessibility

Coteford Junior School is committed to ensuring that PSHE and RSE are fully accessible, meaningful and relevant for every pupil. Teaching is designed so that all children can engage with the curriculum, regardless of need, background or starting point. Staff proactively adapt lessons to meet the needs of pupils with:

- Special Educational Needs and Disabilities (SEND)
- English as an Additional Language (EAL)
- social, emotional or mental health and wellbeing needs
- different cultural or religious backgrounds

To remove barriers to learning and promote equitable access, teachers may use a range of evidence-informed adaptations, including:

- simplified or scaffolded language
- visual supports, symbols and modelling
- pre-teaching and revisiting key vocabulary
- additional adult support or small-group input
- differentiated tasks and flexible grouping
- alternative methods of recording and demonstrating understanding

Our curriculum reflects and celebrates diverse families, identities and lived experiences, ensuring that all pupils feel seen, respected and valued. Teaching is inclusive, factual, non-judgmental and sensitive to pupils' backgrounds, beliefs and levels of maturity.

We fulfil our duties under the Equality Act 2010 by eliminating discrimination, advancing equality of opportunity and fostering good relations. This commitment is embedded throughout our planning, delivery and assessment of PSHE and RSE.

9. Parental Right to Withdraw

Parents **cannot** withdraw their child from:

- Relationships Education
- Health and Wellbeing Education
- Science curriculum content (including the biological aspects of human development)

Parents **can** withdraw their child from:

- the non-statutory Sex Education lesson on sexual intercourse and conception taught in Year 5 in the summer term

Withdrawal Process

The parent submits a written request for withdrawal to the headteacher.

Meeting with the Headteacher

The headteacher arranges a meeting to:

- clarify the content, purpose and statutory status of the lesson
- outline the educational and safeguarding benefits of full participation
- explore the parent's concerns with sensitivity and respect
- consider the potential impact of withdrawal on the child's learning, wellbeing and preparedness for later curriculum content

Alternative Provision

If withdrawal is agreed, the child is provided with meaningful, age-appropriate alternative learning during the lesson.

Recording and Review

The decision is formally recorded and reviewed annually to ensure it continues to reflect the child's best interests.

Parents are strongly encouraged to review the teaching materials and resources before making a final decision, so they can make an informed choice grounded in accurate information. This can be done on the school premises.

10. Communication with Parents

We prioritise open, transparent communication with parents to ensure they feel informed, confident and actively involved in their child's learning. Our approach includes:

- letters outlining upcoming curriculum content and key learning themes including updates in class newsletters
- opportunities to view resources, enabling parents to understand how topics are introduced and taught
- information sessions to explain approaches, answer questions and build shared understanding

- access to schemes of work on request, supporting full visibility of planned learning
- clear explanations of statutory and non-statutory content

We actively encourage parents to explore and discuss their own family values alongside school learning. This partnership helps children experience consistent messages, strengthens their confidence and supports a respectful, inclusive learning environment.

11. Sources of Further Information

This policy is grounded in the most up-to-date national guidance, statutory expectations and evidence-informed best practice. It draws on:

- **Relationships Education, Relationships and Sex Education (RSE) and Health and Wellbeing Education Guidance, DfE (2019)**
- **Creating a PSHE and RSE Education Policy for Your School, PSHE Association (2018)**
- **Sex and Relationships Education for the 21st Century (Brook, Sex Education Forum, PSHE Association, 2011)**
- **DfE Relationships Education, RSE and Health and Wellbeing Education Guidance (2025 update)**
- **PSHE Association ‘Writing and Updating Your School’s RSE Policy’ (2025)**
- **DfE Keeping Children Safe in Education (2025)**
- **Ofsted Education Inspection Framework (2025)**

12. Related Policies

This policy should be read in conjunction with the following key documents, which collectively underpin our statutory and strategic approach to safeguarding, wellbeing and personal development:

- Safeguarding and Child Protection Policy – Coteford Junior School
- Anti-Bullying Policy – Coteford Junior School
- DfE Keeping Children Safe in Education (2025)
- Online Safety Policy – Coteford Junior School
- Relationships and Behaviour Policy – Coteford Junior School

Together, these policies form a coherent, whole-school framework that promotes a safe, respectful and inclusive environment. They ensure consistent expectations, clear procedures and a shared understanding of our responsibilities in protecting pupils, supporting their wellbeing and fostering their personal development.