



**Personal, Social and Health Education (PSHE)**  
**and**  
**Relationships and Sex Education (RSE) Policy**

(To be read in conjunction with the school's Curriculum Policy, Anti-Bullying Policy and Safeguarding Policy.)

## **1. Introduction and Context**

We aim to create a nurturing school community, where children excel in their achievements and are inspired to continue learning in the future.

Many of our pupils face significant barriers to their learning and so our curriculum has been designed to engage their interest and to promote successful learning.

Hallwood Park Primary School and Nursery encourages its pupils to excel by:

- Striving for the highest possible standards of achievement across a broad, well-planned curriculum;
- Using the extensive school grounds and performing arts to stimulate a love of learning in all children;
- Being inclusive and committed to providing for individual children's needs;
- Ensuring that staff are given opportunities to continue their own learning and to share quality practice with other professionals.

## **2. Intent**

In order to develop a deep love of learning, our curriculum aims to:

- Provide rich, first-hand experiences that enthuse and widen pupils' horizons;
- Promote mastery of basic skills;
- Develop resilience to challenge and risk-taking;
- Prepare pupils fully for life as global citizens, able to look after themselves and relate positively to others.

This policy has been written by the PSHE/RSE coordinator following consultation with staff, parents, pupils and governors, in line with the DfE guidance – Relationships Education, Relationships and Sex Education (RSE and Health Educations (2019). The guidance made Relationships Education compulsory in all primary schools. Hallwood Park Primary School and Nursery believe relationship and sex education empowers children to make informed decisions about their wellbeing, health and relationships. We aim to work towards providing a framework in which sensitive discussions can take place by creating a positive culture around issues of sexuality and relationships. This policy also incorporates the government guidelines for PSHE content.

## **3. Implementation – Teaching and Learning**

Hallwood Park Primary School follows the SCARF (Safety, Caring, Achievement, Resilience, Friendship) Programme of Study, the content of which has been informed by the PSHE Association's programme of study. SCARF is designed as a spiral curriculum, meaning that the same key themes are taught each year, allowing children to apply their learning to age related scenarios.

The class teacher will be responsible for the delivery of the PSHE/RSE programme. This will be mostly through discrete PSHE sessions with some aspects taught through links made in other areas, such as science. Pupils need to feel safe, comfortable and confident in sharing their ideas and opinions. As such a class agreement with appropriate ground rules will be the starting point for each academic year. As part of the class agreement a question box or 'ask it basket' will be present in each classroom allowing children to ask a question privately. Children will be aware that staff cannot keep secrets that have been told, as stipulated in the safe guarding policy.

### Key Stage 1

In this key stage children will learn about:

<b>Years 1 and 2</b>	<b>Healthy lifestyles</b>
	<b>Keeping safe</b>
	<b>Growing and changing – Keeping Privates Private</b>
	<b>Healthy relationships</b>
	<b>Feelings and emotions</b>
	<b>Valuing difference</b>
	<b>Rules, rights and responsibilities</b>
	<b>Caring for the environment</b>
<b>Money</b>	

### Key Stage 2

In this key stage children will learn about:

<b>Years 3 and 4</b>	<b>Healthy lifestyles</b>
	<b>Keeping safe – Medicines, Alcohol and Cigarettes</b>
	<b>Growing and changing – My changing body and Periods</b>
	<b>Healthy relationships</b>
	<b>Feelings and emotions</b>
	<b>Valuing difference</b>
	<b>Rules, rights and responsibilities</b>
	<b>Caring for the environment</b>
<b>Money</b>	

<b>Years 5 and 6</b>	<b>Healthy lifestyles – including what is HIV? (Y6)</b>
	<b>Keeping safe – Smoking, Drugs and Alcohol</b>
	<b>Growing and changing – including puberty (Y5) making babies (Y6)</b>
	<b>Healthy relationships</b>
	<b>Feelings and emotions</b>
	<b>Valuing difference</b>
	<b>Rules, rights and responsibilities</b>
	<b>Caring for the environment</b>
<b>Money</b>	

#### 4. Implementation – Early Years

The topics below will be covered through the early learning strand of PSED (Personal, Social and Emotional Development):

<b>Nursery</b>	<b>All about me</b>
	<b>Same and different</b>
	<b>Keeping my body safe</b>
	<b>People who help keep me safe</b>
	<b>Looking after myself and my friends</b>
	<b>Caring for my environment</b>
	<b>Bouncing back</b>
	<b>Exercise and sleep</b>

<b>Reception</b>	<b>All about me</b>
	<b>My special people</b>
	<b>My feelings</b>
	<b>Same and different</b>
	<b>Different families and homes</b>
	<b>Kindness and caring</b>
	<b>Keeping my body safe – What’s safe to go in my body (medicines)</b>
	<b>Listening to my feelings</b>
	<b>People who help keep me safe</b>
	<b>Looking after myself and my friends</b>
	<b>Caring for my environment</b>

#### 5. Resources

SCARF provides online resources that supplement the teaching of each topic area.

Resources available to download are:

- Children’s individual worksheets
- Paired or group activities/games/worksheets
- Video clips
- YouTube links
- Interactive Whiteboard Graphics

Alongside the SCARF resources, are physical resources. These are kept in a central store and are fully accessible. Teachers will be encouraged to request any physical resources that can help them deliver lessons in a more engaging manner so that a good resource base is developed that supports and extends the new SCARF programme of study.

#### 6. Assessment

The PSHE Association's Guidance to Assessment for Learning and Progression states:

***"Assessment in PSHE education should not be about levels or grades, passing or failing. The model of assessment that is most meaningful is ipsative assessment. This compares the pupil's results against his or her previous results in a similar way to an athlete measuring today's performance against their previous performance. So the benchmark against which progress is measured is the pupil's own starting point; not the performance of others or the requirements of an exam syllabus. "***

Teachers can use the SCARF pre- and post- assessment sheets to monitor how the children perform against their own achievements for each topic and track this achievement in a summative end of unit assessment grid. There is also an opportunity to complete an 'assessment for learning' grid which can highlight areas that need to be followed up by the teacher during the teaching sessions.

## **7. Monitoring and Review**

In order to determine whether the SCARF programme of study is meeting the children's needs, and to show that the children are making progress, the subject leader will be responsible for monitoring the standard of the children's work and the quality of teaching by conducting pupil interviews, conducting staff interviews, viewing books or displays for work covered and lesson observations. The subject leader is also responsible for supporting colleagues in the teaching of PSHE/RSE, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The subject leader gives the head teacher an annual action plan in which they evaluate the strengths and weaknesses in the subject and indicates areas for further improvement.

## **8. Inclusion**

This policy sets out the need for inclusion by making staff aware of the importance of delivering the SCARF programme of study, making it relevant to boys and girls and ensuring it can be accessed by any pupil who may be transgender. Staff are reminded that children come from different ethnic, religious and cultural backgrounds and as such must take their views into account by consulting with pupils, parents and carers in order to respect differences. Staff must be aware of the varying home backgrounds that pupils come from and acknowledge these differences during teaching and in selection of resources. Staff are reminded to be mindful of pupils defining themselves or a family member as gay, lesbian or bisexual and as such delivery of lessons must be sensitive, honest and balanced.

Children with special educational needs will have support through modified teaching aids or a support colleague/pupil to ensure full access to the lesson being delivered.

## **9. Parental Concerns and Withdrawal of Students**

Parents have the opportunity to read school policies on the website. Any amendments or updates will be broadcast to parents allowing them an opportunity to raise and address any concerns.

Parents have the right to withdraw their child from all or part of the sex education programme except any part that is delivered through the statutory national science curriculum. **(Year 5 – *‘Describe the changes as humans develop from birth to old age’*. This includes Puberty and periods. *‘Describe the life process of reproduction in some plants and animals.’* This includes conception.)**

Parents will be notified that a sex education lesson is due to take place and will have the right to withdraw their child if they wish. A follow up meeting will be held with either the head teacher or class teacher to ensure the withdrawal is actually what the parents want and that the child will receive correct information about the topic covered at home.

Good communication between home and school will lead to confidence in the curriculum being delivered.

Policy Review Date: July 2026