



# PSHE including Relationship and Sex Education Policy

Reviewed: July 2024  
Next review due: July 2026

# Kingfisher Primary School

## PSHE including Relationship and Sex Education Policy

**Members of staff responsible for PSHE Education:** Connie Musgrave

**Line Manager (Member of SLT):** Dan Glentworth

**Review date:** 18<sup>th</sup> July 2024

### 1. How this Policy was developed

This policy was originally written by Sarah Kerrigan (previous PHSE Lead) and Dan Glentworth (Head teacher) and developed in consultation with parents, teachers and other school staff, governors and the pupils at Kingfisher Primary School. 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. Legal requirements of schools

It is now a statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to 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.

Health Education is also statutory in all schools<sup>1</sup>.

We at Kingfisher Primary School 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. What Personal, Social, Health and Economic (PSHE) education including Relationships Education, is:

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 the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve

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<sup>1</sup> Except Independent Schools where PSHE education remains statutory.

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.

#### **4. How PSHE education, including Relationships Education, is provided and who is responsible for this**

At Kingfisher Primary School we use SCARF (Safety, Caring, Achievement, Resilience & Friendship), a comprehensive scheme of work for PSHE and Wellbeing education. An overview of SCARF can be found in our appendices<sup>2</sup>. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We follow the six suggested half-termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work. The school council are also consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme.

Our PSHE subject lead, Mrs Musgrave, works in conjunction with teaching staff in each year group and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support can contact the PSHE subject lead in the first instance to discuss their training needs.

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<sup>2</sup> SCARF long term planning document <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/policy-and-planning>

Class teachers follow the suggested six half-termly units provided by SCARF for each year. Lessons can be a weekly standalone PSHE lesson or be cross curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis.

We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school.

## **5. What is being taught**

In the appendices can be found the SCARF medium term planning for both Key stage 1 and 2 and the Early Years Foundation Stage<sup>3</sup> as well an overview of our Science programmes of study<sup>4</sup>.

### **The Early Years Foundation Stage**

In the Early Years Foundation Stage, PSHE education is about making connections; it is strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

### **KS1 and KS2**

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values (democracy, rule of law, individual liberty, mutual respect & tolerance of those different faiths and beliefs);
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Children are encouraged to 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 also encourage pupils to 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

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<sup>3</sup> SCARF medium term planning documents <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/policy-and-planning>

<sup>4</sup> *Relationships and Sex Education can also be found within National Curriculum Science*

or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in Y2, the children 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, children 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 learning what happens in puberty.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Y6 children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

We also invite our school nurse into school to assist with the teaching of health and sex education in year six. If the school nurse is unavailable, Health and Sex Education will be taught by familiar staff who are confident and capable.

## **6. How PSHE education, including Relationships Education, is taught**

PSHE lessons are taught by their class teacher once a week in their timetabled PSHE lesson, throughout the whole year 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 techniques.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. The teachers will also use a range of skills, including distancing techniques and the anonymous question box. Teachers will answer children's questions factually and honestly in an age-appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy which can be found at <https://www.prestonprimaryacademytrust.co.uk/policies/>

## **7. How PSHE education is monitored, evaluated and assessed**

We use the following methods of monitoring and assessing learning within PSHE at Kingfisher Primary School:

### **SCARF Success**

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

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject lead. The work of the subject lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject.

## **8. How the delivery of the content will be made accessible to all pupils**

It is not our school's policy to withdraw any pupils from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement and contribute to it. Lesson plan content will be adapted, and extra support provided where necessary to ensure pupil with SEND are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE takes into account the targets set for individual children in their Individual Education Plans (IEPs).

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.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all 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 that identifies as transgender 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.

It is possible that some pupils will also have LGBTQ+ parents/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. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act 2010, requires schools and other public authorities 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; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

## **9. Parental concerns and withdrawal of students**

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 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.

Before granting a request to withdraw a child/ren, the head teacher 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 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 (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). 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 our 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 class/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 termly 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 its own families values in regard to relationships and sex alongside the information they receive at school.

## **10. Dissemination of the Policy**

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 the policy be required in other languages, please contact the school office.

## **11. Policy Review and Development Plan**

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

## **12. Sources of Further Information**

This policy has drawn on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)
- Creating a PSHE education policy for your school, The PSHE Association (September 2018)
- Sex and Relationships Education (SRE) for the 21<sup>st</sup> Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfE (0116/2000) (2011)

## Appendix 1: Kingfisher Primary School Curriculum Map

### Relationships and sex education curriculum map

| Year/Half-termly unit titles | 1<br>Me and my Relationships  | 2<br>Valuing Difference   | 3<br>Keeping Myself Safe   | 4<br>Rights and Responsibilities   | 5<br>Being my Best  | 6<br>Growing and Changing   |
|------------------------------|---|---|--|--|---|---|
| Y1                           | Feelings<br>Getting help<br>Classroom rules<br>Special people<br>Being a good friend                          | Recognising, valuing and celebrating difference<br>Developing respect and accepting others<br>Bullying and getting help           | How our feelings can keep us safe – including online safety<br>Safe and unsafe touches<br>Medicine Safety<br>Sleep | Taking care of things:<br>Myself<br>My money<br>My environment   | Growth Mindset<br>Healthy eating<br>Hygiene and health<br>Cooperation   | Getting help<br>Becoming independent<br>My body parts<br>Taking care of self and others                       |
| Y2                           | Bullying and teasing<br>Our school rules about bullying<br>Being a good friend<br>Feelings/self-regulation    | Being kind and helping others<br>Celebrating difference<br>People who help us<br>Listening Skills                                 | Safe and unsafe secrets<br><br>Appropriate touch<br><br>Medicine safety  | Cooperation<br>Self-regulation<br>Online safety<br>Looking after money – saving and spending                                   | Growth Mindset<br>Looking after my body<br>Hygiene and health<br>Exercise and sleep                             | Life cycles<br>Dealing with loss<br>Being supportive<br>Growing and changing<br>Privacy                       |
| Y3                           | Rules and their purpose<br>Cooperation<br>Friendship (including respectful relationships)<br>Coping with loss | Recognising and respecting diversity<br>Being respectful and tolerant<br>My community   | Managing risk<br>Decision-making skills<br>Drugs and their risks<br>Staying safe online                            | Skills we need to develop as we grow up<br>Helping and being helped<br>Looking after the environment<br>Managing money         | Keeping myself healthy and well<br>Celebrating and developing my skills<br>Developing empathy                   | Relationships<br>Changing bodies and puberty (Taught in Y5)<br>Keeping safe<br>Safe and unsafe secrets        |
| Y4                           | Healthy relationships<br>Listening to feelings<br>Bullying<br>Assertive skills                                | Recognising and celebrating difference (including religions and cultural difference)<br>Understanding and challenging stereotypes | Managing risk<br>Understanding the norms of drug use (cigarette and alcohol use)<br>Influences<br>Online safety    | Making a difference (different ways of helping others or the environment)<br>Media influence<br>Decisions about spending money | Having choices and making decisions about my health<br>Taking care of my environment<br>My skills and interests | Body changes during puberty (Taught in Y5)<br>Managing difficult feelings<br>Relationships including marriage |

|                  |  |  |   |  |  |  |
|------------------|--|--|---|--|--|--|
| <p><b>Y5</b></p> | <p>Feelings<br/>Friendship skills, including compromise<br/>Assertive skills<br/>Cooperation<br/>Recognising emotional needs</p> | <p>Recognising and celebrating difference, including religions and cultural<br/>Influence and pressure of social media</p>   | <p>Managing risk, including online safety<br/>Norms around use of legal drugs (tobacco, alcohol)<br/>Decision-making skills</p> | <p>Rights and responsibilities<br/>Rights and responsibilities relating to my health<br/>Making a difference<br/>Decisions about lending, borrowing and spending</p> | <p>Growing independence and taking responsibility<br/>Keeping myself healthy<br/>Media awareness and safety<br/>My community</p> | <p>Managing difficult feelings<br/>Managing change<br/>(Taught in Year 6)<br/>How my feelings help keeping safe<br/>Getting help</p> |
| <p><b>Y6</b></p> | <p>Assertiveness<br/>Cooperation<br/>Safe/unsafe touches<br/>Positive relationships</p>  | <p>Recognising and celebrating difference<br/>Recognising and reflecting on prejudice-based bullying<br/>Understanding<br/>Bystander behaviour<br/>Gender stereotyping</p> | <p>Understanding emotional needs<br/>Staying safe online<br/>Drugs: norms and risks (including the law)</p>                     | <p>Understanding media bias, including social media<br/>Caring: communities and the environment<br/>Earning and saving money<br/>Understanding democracy</p>         | <p>Aspirations and goal setting<br/>Managing risk<br/>Looking after my mental health</p>   | <p>Coping with changes<br/>Keeping safe<br/>Body Image<br/>Sex education<br/>Self-esteem</p>   |

Appendix 2:

Kingfisher Primary School - Sex Education Overview: Year 5 and Year 6

| Sex Education Units | Scarf - Unit 6 – Growing and Changing (Y5-Y6)   |
|---------------------|---|
| Year 5              | <p><b>My Changing Body (Y3):</b><br/>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Recognise that babies come from the joining of an egg and sperm</li> <li>• Explain what happens when an egg does not meet a sperm</li> <li>• Understand that for girls, periods are a normal part of puberty</li> </ul> <p><b>My feelings are all over the place (Y4):</b><br/>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Name some positive and negative feelings</li> <li>• Understand how the onset of puberty can have emotional as well as physical impact</li> <li>• Suggest reasons why young people sometimes fall out with their parents</li> <li>• Take part in a role play practicing how to compromise</li> </ul> <p><b>All Change (Y4):</b><br/>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Identify parts of the body that males and females have in common and those that are different</li> <li>• Know the correct terminology for their genitalia</li> <li>• Understand and explain why puberty happens</li> </ul> <p><b>Period Positive (Y4):</b><br/>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Know the key facts of the menstrual cycle</li> <li>• Understand that periods are a normal part of puberty for girls</li> <li>• Identify some of the ways to cope better with periods</li> </ul> |
| Year 6              | <p><b>Growing up and changing bodies (Y5):</b><br/>Children will be able to:</p>  |

- Identify some products that they may need during puberty and why
- Know what menstruation is and why it happens

#### **Changing bodies and feelings (Y5):**

Children will be able to:

- Know the correct words for the external sexual organs
- Discuss some of the myths associated with puberty

#### **Is this normal? (Y6):**

Children will be able to:

- Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it
- Suggest strategies that would help someone who felt challenged by the changes in puberty
- Know where someone could get support if they were concerned about their own or another person's safety

#### **Making babies (Y6):**

Children will be able to:

- Identify the changes that happen through puberty to allow sexual reproduction to occur
- Know a variety of ways in which the sperm can fertilise the egg to create a baby
- Know the legal age of consent and what it means

**Appendix 3: By the end of Primary school, pupils should know:**

| TOPIC                                 | PUPILS SHOULD KNOW  |
|---------------------------------------|---|
| Families and people who care about me | <ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>           |
| Caring friendships                    | <ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>  |
| Respectful relationships              | <ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul> |

| TOPIC                | PUPILS SHOULD KNOW  |
|----------------------|---|
| Online relationships | <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>  |
| Being safe           | <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul> |

#### Appendix 4: Parent form – withdrawal from sex education within RSE

| TO BE COMPLETED BY PARENTS   |  |       |  |
|--|--|-------|--|
| Name of child  |  | Class |  |
| Name of parent   |  | Date  |  |
| Reason for withdrawing from sex education within relationships and sex education |  |       |  |
| <br><br><br><br><br><br><br><br><br><br>   |  |       |  |
| Any other information you would like the school to consider                      |  |       |  |
| <br><br><br><br><br><br><br><br><br><br>   |  |       |  |
| Parent signature   |  |       |  |

| TO BE COMPLETED BY THE SCHOOL               |  |
|---|--|
| Agreed actions from discussion with parents |  |
| School signature                            |  |