



Cottingley Village

Primary School

PSHE & RSE Policy 2026

Name of school: Cottingley Village Primary School

Date of policy: 13.5.26

Members of staff responsible for PSHE Education: Mrs F Jamal

Line Manager (Member of SLT): Susan Parsons

Review date: (When new guidance is published)

1. How this Policy was developed:

This policy was written by the PSHE Lead and developed in consultation with parents, teachers and other school staff, governors and the pupils at Cottingley Village 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 Health Education, and the Department for Education (DfE) recommends primary schools to deliver Sex Education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. This includes teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Sex education is not compulsory in primary schools, therefore we follow the guidance that covers everything schools should teach about relationships and health, including puberty. This 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 – the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It is for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.

We have chosen not to teach aspects of sex education that go beyond the National Curriculum for Science. Lessons are adapted to ensure that no non-statutory sex education is taught by omitting details relating to sexual intercourse. Primary schools that chose to teach sex education must allow parents a right to withdraw their children. After changes to the policy this is no longer applicable as we have listened to the feedback of parents to only teach statutory content which all children must access.

Health Education is statutory in all schools¹.

We at Cottingley Village 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 covers the statutory content and all aspects of our Personal, Social, Health Economic (PSHE) education provision.

¹ *Except Independent Schools where PSHE education remains statutory.*

3. What Personal, Social, Health and Economic (PSHE) education including Relationships Education, is:

Our PSHE education, including statutory Relationships and Health education but excluding non-statutory sex education, 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 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.

The school's PSHE provision aligns strongly with the key principles of SMSC (Spiritual, Moral, Social and Cultural development). The curriculum supports this valuable area of children's learning by enabling them to make appropriate choices as they navigate rich, varied, often complex and ever-evolving life in modern Britain – and the world.

4. How PSHE education, including Relationships Education, is provided, monitored, evaluated and assessed:

At Cottingley Village Primary School we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education which we have omitted, 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.

Our PSHE subject leads work 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 should contact the PSHE subject leads in the first instance to discuss their training needs.

Class teachers follow the suggested six half termly units provided by SCARF for each year, these have been woven into the school Long Term Plan. Lessons are a weekly standalone PSHE lesson with cross curricular links. 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. Photographs, discussions and children's voice are recorded by teachers half termly in digital floor books. For each unit there is also a specially designed pre and post-unit assessment activity. Conducted twice, this first determines the baseline; it's then repeated at the end of the unit, enabling teachers to monitor progress, record key points and identify areas for further development. Summative Assessment is completed by the class teacher using the SCARF 'I can...' statements, this is completed using teaching judgement, lesson learning outcomes and pre and post-unit assessments which demonstrate progression of both skills and knowledge.

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject leads. 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.

5. What is being taught?

The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it's 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;
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 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. In Yr4 and Yr5 children also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y6, children are taught about the life cycles of humans and animals, including reproduction.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. We encourage parents to have open and honest conversations with their child that builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; as this will lay the foundations for their ongoing Relationships and Sex Education in their secondary phase.

We also invite several external agencies into school to support delivery of PSHE education, this includes but is not limited to:

- Coram Life Education and trained educators who will deliver aspects of the Relationships Education and Health Education programme.
- School Nursing Team
- Balance Bike/ Bike Ability Team
- PCSO's
- Road Safety Team
- NSPCC
- My happy mind

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, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques.

Teachers recognise that pupils may ask questions related to Sex Education, including topics that are not part of the primary curriculum.

In such cases:

- *Teachers will respond in a factual, age-appropriate and sensitive manner, using clear and correct language.*
- *Answers will be kept concise and limited to the level of detail appropriate for the child's age and stage of development.*
- *Staff will ensure that responses remain within the statutory guidance for Relationships Education and Health Education.*

Where a question relates to content that is not covered in the primary curriculum, teachers will:

- *acknowledge the question respectfully;*
- *provide a brief, factual response where appropriate, without introducing unnecessary detail;*
- *explain that further learning about this topic will take place when they are older, if suitable;*
- *avoid teaching or expanding on content that falls outside the agreed curriculum.*
- *encourage pupils to discuss questions further with their parent or carer where appropriate;*
- *follow the school's safeguarding procedures if a question raises any concerns.*

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using ground rules at the beginning of lessons. These are decided and agreed upon by children and class teachers, they may include statements around maintaining confidentiality where appropriate. 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.

Support is available to children experiencing difficulties on a one-to-one basis, via our pastoral team and counselling service. Relevant leaflets, websites and posters can be found on display referring pupils to sources of help and advice, alongside suitable books which can be found in the library.

7. How the delivery of the content will be made accessible to all pupils

Our PSHE education is inclusive and adapted to meet the needs of all children with special educational needs. Extra support is provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the programme. Class teachers ensure PSHE takes into account the targets set for individual children in their Education, Health and Care Plan (EHCP's).

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. 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 or is gender questioning, 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, about 10% of pupils will go on to define themselves as gay, lesbian, or bi-sexual. It is possible that some pupils will also have LGBT 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, 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. Teaching and learning about the protected characteristics is therefore fully integrated into our PSHE provision, through age-appropriate content across the spiral curriculum. Opportunities are discretely provided for children to explore the knowledge and attitudes that will help them develop an appreciation of them. School will publish an overview of lessons within the curriculum which provide

greater depth to the protected characteristics, but it's important to understand that the teaching and learning of them threads through much of the curriculum.

Please request to see the school's policy on anti-bullying, equality, diversity and inclusion for further information.

8. Parental concerns and withdrawal of students

Parents right to withdraw no longer applies to this policy after omission of non-statutory sex education.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Healthy 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 regards to relationships and health alongside the information they receive at school.

9. 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.

Should further information about PSHE education be required, please contact the PSHE education leads.

10. 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.

11. 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 21st Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)

This policy should be read in conjunction with the following policies:

- Safeguarding/Child Protection policy
- Behaviour policy
- SEND & Inclusion policy
- Equal Opportunities Policy
- Anti-bullying policy
- E-safety policy

This policy should be read in conjunction with the following relevant legislation and statutory guidance including, but not limited to:

- Relationships Education, Relationships and Sex Education (RSE) and Healthy Education, 2020
 - * *Please note a proposed update was published for consultation in May 2024, this remains draft with no indication yet as to next steps from the new government.*
- DfE 'Keeping children safe in education', 2024
- Section 80A of the Education Act, 2002
- Children and Social Work Act, 2017
- Equality Act, 2010
- DfE Science programmes of study: Key stages 1 and 2, 2013
- Ofsted Review of Sexual Abuse in Schools, June 2021

Useful Resources/Appendix

SCARF – policy and planning: templates, guidance, curriculum mapping and assessment tools (available online).

Coram Life Education Online Teaching and Learning Training Film Clips and RSE Guidance Document: supports schools in organising and delivering RSE with confidence. Available as part of the SCARF online comprehensive Relationships Education and Health Education curriculum resources:

<https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacher-resources-guidance-documents-and-training-films> (password protected).

PSHE Association PSHE Policy Guidance

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-pshe-education-policy-your-school> (members only)

The Sex Education Forum RSE Policy Guidance

<https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance>

The Sex Education Forum have also provided a free resource to assist you in consulting pupils, parents and staff to inform you about what changes need to be made to your RSE policy and practice. 'Activities for consulting about your school sex and relationships policy'.

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Consultation%20activities%20-%20SRE%20policy%20-%20Sept%202014.pdf>

The PSHE Association assessment guides for key stage 1-2 explain how PSHE teachers can use an ipsative model of assessment in PSHE education, and describe a wide range of methods available to assess progress, with accompanying examples from real classrooms.

<https://www.pshe-association.org.uk/system/files/Primary%20assessment%20guide.pdf>