



Diocese of Salisbury
Academy Trust
'Beyond expectations for all of God's children'

Blandford St Mary CE Primary School
**PSHE (Personal, Social, Health and Economic
Education) and Relationships, Sex and
Health Education (RSHE) Policy**

Policy Date: September 2024

Review Date: September 2028

At Blandford St Mary CE Primary School, we believe every child is uniquely created and loved by God. As a Church of England school within the Diocese of Salisbury Academy Trust (DSAT), we are committed to providing a nurturing environment in which all children can flourish academically, spiritually, socially, emotionally and physically.

Our PSHE and RSHE curriculum prepares children for life in modern Britain by helping them to develop the knowledge, skills, understanding and values necessary to become healthy, safe, respectful and responsible citizens. Through our curriculum, children learn how to manage their emotions, build positive relationships, celebrate diversity, stay safe and make informed choices. We recognise the vital role parents and carers play as children's first educators and value the partnership between home and school in supporting children's personal development.

As a Church of England school, all teaching of PSHE and RSHE takes place within the context of our Christian vision and values.

We believe:

- Every child is valued and loved.
- Families are fundamental to children's wellbeing and development.
- Relationships should be characterised by love, respect, compassion, kindness and forgiveness.
- Every member of our community should be treated with dignity and respect.
- Children should be equipped to make informed, responsible and compassionate choices.

Our teaching reflects the Church of England guidance contained within *Valuing All God's Children* and promotes inclusion, equality and respect for all.

Aims

The aims of our PSHE and RSHE curriculum are to:

- Develop children's self-confidence and self-esteem.
- Promote positive mental health and emotional wellbeing.
- Teach children how to establish and maintain healthy relationships.
- Support children in understanding and managing their emotions.
- Encourage responsible and respectful behaviour.
- Promote respect for diversity and difference.
- Teach children how to keep themselves safe both online and offline.
- Enable children to make informed choices about health and wellbeing.
- Develop resilience, independence and responsibility.
- Prepare children for puberty and the transition to secondary school.
- Foster responsible citizenship and participation in society.

Legal Framework

This policy has been developed in accordance with:

- Education Act 2002
- Academies Act 2010
- Children and Social Work Act 2017
- Equality Act 2010
- Keeping Children Safe in Education
- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance
- Church of England guidance and expectations.

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Online Safety Policy
- Equality Policy
- SEND Policy
- Anti-Bullying Policy
- Collective Worship Policy.

What is PSHE and RSHE?

PSHE education provides opportunities for children to develop the knowledge, skills and attributes they need to thrive as individuals and members of society. PSHE helps children to:

- Build resilience.
- Develop confidence.
- Understand rights and responsibilities.
- Maintain positive physical and mental health.
- Become active and responsible citizens.

Relationships, Sex and Health Education (RSHE) forms an integral part of our wider PSHE curriculum. It supports children in learning about:

- Healthy relationships.
- Family life.
- Physical health and wellbeing.
- Mental health.
- Keeping safe.
- Human development and growing up.

Curriculum Organisation

At Blandford St Mary CE Primary School, PSHE and RSHE are taught through:

- Weekly timetabled PSHE lessons.
- Collective worship.
- Cross-curricular links.
- Educational visits.
- Visitors and workshops.
- Daily interactions and school life.

The school follows the SCARF programme (Safety, Caring, Achievement, Resilience and Friendship) which provides a progressive curriculum from Nursery to Year 6.

The SCARF curriculum is structured around six half-termly units:

1. Me and My Relationships
2. Valuing Difference
3. Keeping Myself Safe
4. Rights and Responsibilities
5. Being My Best
6. Growing and Changing.

Learning is sequenced progressively so children revisit important concepts and develop greater understanding as they move through the school.

Early Years Foundation Stage

PSHE and RSHE begin within our Nursery and Reception classes through the Early Years Foundation Stage Framework.

Learning is embedded through:

- Play-based learning.
- Adult-led activities.
- Circle times.
- Stories and discussion.
- Daily routines.
- Positive relationships with adults and peers.

Children are supported to:

- Recognise and name emotions.
- Build positive relationships.
- Develop confidence and independence.
- Understand similarities and differences.
- Learn how to keep themselves safe.
- Identify trusted adults.
- Develop healthy habits.
- Understand growth and change.

Relationships Education

Relationships Education is statutory in primary schools.

By the end of primary school children will learn about:

Families and People Who Care for Me

- The importance of families.
- Different family structures.
- Love, care and commitment.
- Seeking support when family relationships feel unsafe.

Caring Friendships

- Making and maintaining friendships.
- Trust and loyalty.
- Resolving conflict.
- Supporting one another.

Respectful Relationships

- Respecting others.
- Self-respect.
- Challenging stereotypes.
- Bullying and cyberbullying.
- Consent and permission-seeking.

Online Relationships

- Safe online behaviour.
- Healthy online relationships.
- Identifying online risks.
- Reporting concerns.

Being Safe

- Boundaries and personal space.
- Appropriate and inappropriate touch.
- Privacy and secrets.
- Trusted adults and seeking help.

Health Education

Health Education is statutory in primary schools.

Children are taught about:

- Physical health and fitness.
- Healthy eating.
- Mental wellbeing.
- Emotional literacy.
- Sleep and rest.
- Personal hygiene.
- Dental health.
- Safety and risk management.
- Medicines and harmful substances.
- Basic first aid.
- Puberty and human development.
- Online wellbeing.

Wider PSHE Education

As part of our broader PSHE curriculum, children also learn about:

- British Values.
- Rights and responsibilities.
- Financial education.
- Environmental awareness.
- Community involvement.
- Enterprise and economic wellbeing.
- Aspirations and future goals.
- Critical thinking and media literacy.

Sex Education

Although Sex Education is not compulsory in primary schools, the Department for Education recommends that schools provide age-appropriate teaching before children transfer to secondary school. At Blandford St Mary CE Primary School, aspects of Sex Education are taught in Upper Key Stage 2.

This includes:

- Human reproduction.
- How a baby is conceived.
- How a baby develops before birth.
- How a baby is born.
- Adoption and IVF as ways families may be formed.

This teaching is delivered sensitively and appropriately to meet the age and emotional maturity of children.

Inclusion and Equality

Our curriculum is inclusive and accessible to all children.

Teaching will:

- Respect protected characteristics.
- Promote equality and diversity.
- Recognise different family backgrounds.
- Challenge prejudice and discrimination.
- Be adapted appropriately for children with SEND.

We recognise that children come from diverse family circumstances and experiences. All children are valued and respected within our school community.

Safeguarding

PSHE and RSHE make an important contribution to safeguarding by teaching children:

- How to keep themselves safe.
- How to assess risk.
- How to recognise unsafe situations.
- How to seek support.
- How to stay safe online.

Any safeguarding concerns or disclosures arising from lessons will be managed in accordance with the school's Child Protection and Safeguarding Policy.

Answering Questions

We recognise that children may ask questions about relationships, growing up and health.

Teachers will:

- Create a safe learning environment.
- Use agreed ground rules.
- Answer questions honestly and factually.
- Ensure responses are age appropriate.
- Use anonymous question boxes where appropriate.
- Refer safeguarding concerns in line with school procedures.

Where questions fall outside the planned curriculum, teachers will use professional judgement and may advise children to discuss questions with their parents or carers.

Working in Partnership with Parents and Carers

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

The school will:

- Share this policy through the school website.
- Provide information about curriculum content.
- Offer opportunities to view resources.
- Respond to parental questions and concerns.
- Consult with parents when reviewing the policy.

Right to Withdraw

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

- Relationships Education.
- Health Education.
- National Curriculum Science content, including learning about the human body, growth, development and puberty.

Parents have the right to request withdrawal from the non-statutory aspects of Sex Education taught in Upper Key Stage 2. Requests should be made in writing to the Headteacher.

Before a decision is made, the Headteacher/ PSHE Leader will meet with parents to discuss:

- The content of the lessons.
- The purpose of the teaching.
- The benefits of participation.
- Alternative arrangements during the lesson.

Assessment, Monitoring and Evaluation

Assessment within PSHE and RSHE focuses on children's knowledge, understanding and skills rather than personal beliefs or attitudes.

Monitoring activities may include:

- Learning walks.
- Pupil voice.
- Book scrutiny.
- Staff discussion.
- SCARF assessment tools.
- Governor monitoring.

Roles and Responsibilities

Governing Body

The Governing Body will:

- Approve this policy.
- Monitor implementation.
- Ensure statutory compliance.

Headteacher

The Headteacher will:

- Ensure effective implementation.
- Support staff training.
- Manage parental withdrawal requests.

PSHE and RSHE Lead

The subject leader will:

- Oversee curriculum planning.
- Monitor provision.
- Support staff development.
- Review resources and policy.

Staff

Staff will:

- Deliver the curriculum professionally.
- Create safe learning environments.
- Promote inclusion and respect.
- Follow safeguarding procedures.

Policy Review

This policy will be reviewed every three years, or sooner if statutory guidance changes.

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities & difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets & touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping my body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls & boys – similarities & difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing & celebrating difference Developing respect & accepting others Bullying & getting help	How our feelings can keep us safe – inc. online safety Safe & unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene & health Cooperation	Getting help Becoming independent My body parts Taking care of self & others
Y2	Bullying & teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind & helping others Celebrating difference People who help us Listening Skills	Safe & unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving & spending	Growth Mindset Looking after my body Hygiene & health Exercise & sleep	Life cycles Dealing with loss Being supportive Growing & changing Privacy
Y3	Cooperation Online rules & restrictions Online behaviours Friendship (respectful relationships) Coping with loss	Recognising & respecting diversity Being respectful & tolerant My community Bullying, inc. online	Managing risk Decision-making skills Drugs & their risks Staying safe online Digital literacy	Helping & being helped Looking after the environment Managing money Developing critical thinking	Keeping myself healthy & well Celebrating & developing my skills Developing empathy	Changing bodies & puberty Keeping safe Safe & unsafe secrets Relationships, inc. online
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising & celebrating difference (inc. religions & cultural difference) Understanding & challenging stereotypes	Managing risk inc. online Understanding the norms of drug use (cigarette & alcohol use) Influences Online safety & behaviours	Making a difference (different ways of helping others or the environment) Media influence & digital literacy Decisions about spending money	Having choices & making decisions about my health Taking care of my environment My skills & interests	Body changes during puberty Managing difficult feelings Relationships inc. marriage
Y5	Feelings Friendship skills, inc. compromise Assertive skills Cooperation	Recognising & celebrating difference, inc. religions & cultural Critical digital awareness	Online safety Bullying inc. online Norms around use of legal drugs (tobacco, alcohol)	My health rights, respect & duties Making a difference Decisions about lending, borrowing & spending Media manipulation	Growing independence & taking ownership Keeping myself healthy Media awareness & safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help

	Recognising emotional needs	Online Bullying & self esteem	Decision-making skills	Artificial Intelligence		
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising & celebrating difference Recognising & reflecting on prejudice-based bullying Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Digital footprint Drugs: norms & risks (inc. the law)	Understanding media bias Digital critical thinking Caring: communities & the environment Earning & saving money Understanding democracy	Aspirations Managing risk Looking after wellbeing Digital literacy & critical thinking skills	Coping with changes Keeping safe inc. online AI/ deep fakes Body Image Sex education Self-esteem