Tutshill C of E Policy

Personal, Social, Health and Economic Education (PSHE) Policy Including Relationships Education, Health Education and Sex Education

Written: November 2025

Review: December 2028

Signed Executive Headteacher.....

Signe Committee chair.....

Introduction

Our Curriculum focuses on ensuring that all our children have the best chance to achieve our Christian Vision; **Love One Another, Know Ourselves, Believe and Grow.**

Our School Vision is rooted in 1 John 4:7 'let us love one another, for love comes from God'.

Tutshill C of E Primary School is an inclusive school where all people are valued and nurtured to flourish and become the best version of themselves and responsible members of God's family.

Curriculum Drivers

Throughout each subject that we teach we want to ensure that children leave Tutshill C of E School ready for the next chapter of their life. Therefore we want our children to:

- understand and use our school values
- be resilient and curious learners
- be globally aware
- be able to play a role in wider society

Subject intent

Our PSHE programme strives to promote our school's core values of Forgiveness, Compassion, Respect, Responsibility, Creativity, Courage and Perseverance, which stem from our school vision: Love One Another, Know Ourselves, Believe and Grow. School learning behaviours are linked to the values and vision, which are taught, modelled and encouraged in and through PSHE lessons (these are co-operation, curiosity, resilience, risk-taking, resourcefulness, evaluation and reflection). We aim to equip our pupils with the knowledge, understanding, skills and strategies required to become healthy, respectful and happy members of society.

Our curriculum intends to develop the whole child through carefully planned and resourced lessons that foster pupils' knowledge and skills necessary to grow personally and socially, to protect and enhance their wellbeing, to stay safe and healthy, build and maintain successful relationships and become active citizens, who are able to responsibly contribute to a culturally diverse society and lead rich and productive lives.

All the topics support social, moral, spiritual and cultural development and provide all pupils with appropriate and essential safeguarding knowledge to enable them to know they can ask for help.

Our programme promotes a deep understanding of British Values, We teach our children about cultural diversity and what it is to be globally aware. They develop appreciation of others and their value in society, as well as building positive views of themselves, so as to develop their self-worth, a strong sense of identity and become confident citizens by playing a positive role in contributing to school life and the wider community.

Legal Framework

This policy has due regard to statutory legislation and guidance including, but not limited to, the following:

- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' statutory guidance.
- DfE (2017) 'Statutory framework for the early years foundation stage'
- Equalities Act 2010

Roles and Responsibilities

Governing Board

- Link Governor will meet with the subject leader to be able to understand the programme of study.

The Executive Headteacher is responsible for:

- Holding the subject leader to account for pupils' attainment.
- Assisting the subject leader in reviewing and updating this policy annually.
- Supporting the subject leader in identifying CPD opportunities for themselves and classroom teachers.
- Promoting the needs of all pupils and ensuring they can access a well-rounded and inclusive curriculum.

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Attending training courses and undertaking CPD opportunities for themselves.
- Reviewing changes to the national curriculum and advising staff on new developments and assisting in their implementation.
- Working with classroom teachers to plan lessons and ensure continuity and progression from year group to year group.
- Monitoring the learning and teaching, providing support for staff where necessary.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all resources.
- Liaising with teachers and holding them to account for the attainment achieved.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessment.
- Advising on cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for development of PSHE in subsequent years.
- Identifying areas for improvement and ensuring these are included in a subject specific action plan and form part of the SDP.
- Liaising with subject leaders from local Primary and Secondary Schools.

The classroom teacher is responsible for:

- Working with the subject leader to ensure the high-quality delivery of the curriculum and continuity between year groups.
- Acting in accordance with Tutshill School policies.
- Ensuring progression of pupils' skills with due regard to the national curriculum.
- Planning engaging and interesting lessons, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Monitoring the progress of pupils in their class and reporting this on an annual basis.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the senior leadership team (SLT).
- Undertaking any training that is necessary in order to effectively teach the subject and improve practice.
- Reporting on pupils' progress at parents' evenings and in end of year reports.

The Specialist Educational Needs and Disabilities Co-ordinator (SENDCO) is responsible for:

- Liaising with the subject leader in order to implement and develop the subject throughout the school.
- Organising and providing training for staff for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of objectives in pupils' individual education plans.
- Advising staff on the use of teaching assistants in order to meet pupils' needs.

The Curriculum

Early Years Foundation Stage

PSHE is taught through personal, social and emotional development: self-regulation; managing self; building relationships. PSHE is also taught through communication and language: listening, attention and understanding; speaking as well as through understanding the world: past and present; people, culture and communities; the natural world.

National Curriculum

Children will be taught a wide-ranging, broad and balanced PSHE curriculum. As part of the PSHE curriculum, children will be taught subject content that meets statutory guidance for Relationships Education and Health Education.

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Children will be taught what a relationship is, what friendship is, what family means and who can support them. Children will also be taught how to treat each other with kindness, consideration and respect.

Children will be taught about:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

Health Education aims to give children the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

Children will be taught about:

- mental wellbeing
- internet safety and harms
- physical health and fitness

- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

Primary schools are encouraged by the Department for Education to deliver Sex Education that ensures that 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. Therefore, in Year 6, children will also be taught a small amount of non-statutory Sex Education, in line with this guidance. *(Please see Appendix 1 for an overview of the Growing and Changing Unit at Tutshill C of E Primary)*

Subject Implementation

Planning for PSHE and RSHE mainly comes from a Primary Scheme of Work called SCARF - Safety, Caring, Achievement, Resilience, Friendship (Coram Life Education). Developed by teachers and centred on a values-based and 'Growth Mindset' approach, SCARF's lesson plans and resources help to promote positive behaviour, mental health, wellbeing, resilience and achievement. Part of our PSHE programme at Tusthill includes an annual visit to the 'Life-Ed Inflatable' from Coram Life Education for each class to focus on key themes and concepts in PSHE.

SCARF lesson plans are organised around the PSHE Association's Programmes of Study Learning Opportunities, which includes three core themes of Health and Wellbeing; Relationships; and, Living in the Wider World. These themes have been broken down into six main areas, which are revisited every year to allow progression in skills and coverage in each key area.

At Tutshill C of E, we have ordered the termly units as follows to best fit our curriculum:

- Me and My Relationships
- Growing and Changing
- Keeping Myself Safe
- Valuing Difference
- Being my Best
- Rights and Responsibilities

Lessons are taught in a range of formats, such as circle time, outdoor learning, discrete lessons in the classroom or as part of a cross curricular or pastoral approach. Particular links are made with Computing, Science and PE but PSHE cross curricular links are also made in many other subjects. Lessons can also be planned based around the needs of particular individuals or cohorts, as well as the results of the school's Pupil Wellbeing Survey where applicable.

PSHE and RSHE is embedded into daily school life, through our vision, values and learning behaviours which help pupils manage their emotions and actions with increasing awareness and independence. There is an annual programme of PSHE events to support our PSHE curriculum.

Parental Consultation and Parental Rights

Parents wishing to discuss any issue relating to Sex Education can consult their child's class teacher at any time. From 2020, parents have the right to request that their child be withdrawn from some or all of Sex Education delivered in Primary Schools, but not Relationships Education or Health Education. Almost all of what is taught at Tutshill C of E School is statutory; it is part of either Relationships Education, Health Education or other National Curriculum Subjects, such as Science, Computing or PSHE. Where parents wish to withdraw a child from Sex Education, they should contact the Headteacher and confirm their request in writing. *(Please see appendix 2 for a copy of the Department for Education's guidance for parents)*

Before granting any such request, the Headteacher or PSHE subject leader will discuss the request with the parent to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The Headteacher or PSHE subject leader will also discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on the 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).

Parents of children in all year groups will receive a letter before the term in which the 'Growing and Changing' unit is taught. An appropriate opportunity will be given to parents to ask questions and/or to view and discuss the teaching materials prior to use in the classroom. A copy of the PSHE policy (which includes Relationships Education, Health Education and Sex Education) can be found on the school's website.

Assessment and reporting

Throughout the year, teachers will plan on-going assessment opportunities in order to gauge whether pupils have achieved the key assessment criteria.

- Assessment in PSHE is based upon knowledge and understanding, rather than achievement in English or maths.
- Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and informs their immediate lesson planning.
- In terms of summative assessments, the results of end of year assessments will be passed to relevant members of staff, such as the pupil's future teacher.
- Parents will be provided with a written report about their child's progress during the summer term every year.
- Verbal reports can be provided at parental consultations during the Autumn and Spring terms.
- Pupils with special educational needs and disabilities (SEND) will be monitored by the special educational needs coordinator.

Assessment will take place through the following ways:

- Summative end of unit assessment will be undertaken by teachers half termly.
- Pupils understanding will be assessed lesson by lesson through focused questioning and AFL strategies.
- Progress will be reported to parents annually.

Health and Safety

All staff will act in accordance with the schools Health and Safety policy.

Staff immediately will report any concerns to the Office Manager and Executive Headteacher, Deputy Headteacher in Heads absence.

Risk assessments will be completed as needed.

Equality statement

- All pupils will have access to the PSHE curriculum.
- Gender, learning ability, physical ability, ethnicity, linguistic ability, cultural circumstances and/or any other factors, will not impede pupils from accessing all PSHE lessons.
- Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.
- All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons and teaching materials used.
- We aim to provide more academically able pupils with the opportunity to extend their learning through extension activities where appropriate.

Subject Impact

Learning in PSHE / RSHE is recorded in a variety of ways, including in pupil books, tapestry observations and teacher notes.

Children are encouraged to self-assess in PSHE and RSHE and teachers make use of formative assessment through focused questioning and observation of pupils. Summative assessment takes place every half term and is in line with the school's approach to foundation subject assessment.

The subject leader for PSHE / RSHE conducts pupil voice surveys to gain children's views on PSHE – their learning and enjoyment of the subject as well as their ideas for improving lessons. Teachers reflect regularly on their teaching of the subject and the impact on the children through things such as: the vocabulary children use; their involvement in clubs and extra-curricular activities; the way they interact with each other; the way the children talk and behave around the school.

Displays showing our school values and key learning behaviours are evident around school.

Feedback from parents, visitors to school and secondary schools reflects the impact of our PSHE / RSHE curriculum and teaching on our pupils with regards to their attitude, behaviour and involvement.

Appendix 1: Overview of Our Growing and Changing Units

Growing and Changing RECEPTION	
SCARF Lesson Plan title	SCARF Lesson Plan Learning Outcomes RECEPTION
	Overarching learning intentions across this unit Children will be able to: • Understand that there are changes in nature and humans. • Name the different stages in childhood and growing up. • Use the correct vocabulary when naming the different parts of the body. • Know how to keep themselves safe.
Seasons	• Name the different seasons and describe their differences. • Explain the changes that occur as seasons change. • Talk about how they have grown in resilience.
Life stages – plants, animals, humans	• To understand that animals and humans change in appearance over time. • Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals). • Make observations and ask questions about living things.
Life stages: Human life stage – who will I be?	• Retell a story and respond to questions about it. • Use the language and describe the different life stages of: baby, child, teenager, adult, older age. • Talk about their own experience of growing up.
Getting bigger	• Talk about how they have changed as they have grown. • Explain the differences between babies, children, and adults. • Understand that we are all unique.
Me and my body – girls and boys	• Name parts of the body (including reproductive parts) using the correct vocabulary. • Explain which parts of their body are kept private and safe and why. • Tell or ask an appropriate adult for help if they feel unsafe.

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Growing and Changing YEAR 1	
SCARF Lesson Plan title	SCARF Lesson Plan Learning Outcomes YEAR 1
Healthy me	•Understand that the body gets energy from food, water and air (oxygen); •Recognise that exercise and sleep are important parts of a healthy lifestyle.
Then and now	•Identify things they could do as a baby, a toddler and can do now; •Identify the people who help/helped them at those different stages.
Taking care of a baby	•Understand some of the tasks required to look after a baby; •Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.
Who can help? (2)	•Explain the difference between teasing and bullying; •Give examples of what they can do if they experience or witness bullying; •Say who they could get help from in a bullying situation.
Surprises and secrets	•Explain the difference between a secret and a nice surprise; •Identify situations as being secrets or surprises; •Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.
Keeping privates private	•Identify parts of the body that are private; •Describe ways in which private parts can be kept private; •Identify people they can talk to about their private parts.

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Growing and Changing YEAR 2

SCARF Lesson Plan title	SCARF Lesson Plan Learning Outcomes YEAR 2
A helping hand	•Demonstrate simple ways of giving positive feedback to others.
Sam moves away	•Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.
Haven't you grown!	•Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); •Understand and describe some of the things that people are capable of at these different stages.
My Body, your body	•Identify which parts of our body are private •Explain that our genitals help us make babies when we are older •Understand that we mostly have the same body parts but how they look is different from person to person.
Respecting privacy	•Explain what privacy means •Know that you are not allowed to touch someone's private belongings without their permission •Give examples of different types of private information.
Some secrets should never be kept	•Identify how inappropriate touch can make someone feel; •Understand that there are unsafe secrets and secrets that are nice surprises; •Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.
Where do babies come from?	•Explain that a baby is made by a woman and a man, and grows inside a mother's tummy. •Understand that every family is different. •Talk about similarities and differences between themselves and others.

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Growing and Changing YEAR 3

SCARF Lesson Plan title	SCARF Lesson Plan Learning Outcomes YEAR 3
Relationship Tree	•Identify different types of relationships; •Recognise who they have positive healthy relationships with.
Body space	•Understand what is meant by the term body space (or personal space); •Identify when it is appropriate or inappropriate to allow someone into their body space; •Rehearse strategies for when someone is inappropriately in their body space.
None of your business!	•Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; •Recognise and describe appropriate behaviour online as well as offline; •Identify what constitutes personal information and when it is not appropriate or safe to share this; •Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.
Secret or surprise?	•Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; •Recognise how different surprises and secrets might make them feel; •Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
Basic first aid	See link to external resources for further information https://firstaidchampions.redcross.org.uk/

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Growing and Changing YEAR 4

SCARF Lesson Plan title	SCARF Lesson Plan Learning Outcomes YEAR 4
Moving house	•Describe some of the changes that happen to people during their lives; •Explain how the Learning Line can be used as a tool to help them manage change more easily; •Suggest people who may be able to help them deal with change.
My feelings are all over the place!	•Name some positive and negative feelings; •Suggest reasons why young people sometimes fall out with their parents; •Take part in a role play practising how to compromise.
All change!	•Identify parts of the body that males and females have in common and those that are different; •Know the correct terminology for their genitalia; •Understand and explain why puberty happens.
Secret or surprise?	•Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; •Recognise how different surprises and secrets might make them feel; •Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
Together	•Recognise that marriage includes same sex and opposite sex partners; •Know the legal age for marriage in England or Scotland; •Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.

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Growing and Changing YEAR 5

SCARF Lesson Plan title	SCARF Lesson Plan Learning Outcomes YEAR 5
How are they feeling?	• Use a range of words and phrases to describe the intensity of different feelings • Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; • Explain strategies they can use to build resilience.
Taking notice of our feelings	•Identify people who can be trusted; •Describe strategies for dealing with situations in which they would feel uncomfortable.
Dear Ash	•Explain the difference between a safe and an unsafe secret; •Identify situations where someone might need to break a confidence in order to keep someone safe.
Growing up and changing bodies	•Identify some products that they may need during puberty and why; •Know what menstruation is and why it happens.
Changing bodies and feelings	•Know the correct words for the external sexual organs; •Discuss some of the myths associated with puberty.
Help, I'm a teenager…get me out of here!	•Recognise how our body feels when we're relaxed; •List some of the ways our body feels when it is nervous or sad; •Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.
Dear Hetty	•Explain how someone might feel when they are separated from someone or something they like; •Suggest ways to help someone who is separated from someone or something they like.

Growing and Changing YEAR 6

SCARF Lesson Plan title	SCARF Lesson Plan Learning Outcomes YEAR 6
I look great!	•Understand that fame can be short-lived; •Recognise that photos can be changed to match society's view of perfect; •Identify qualities that people have, as well as their looks.
Media manipulation	•Define what is meant by the term stereotype; •Recognise how the media can sometimes reinforce gender stereotypes; •Recognise that people fall into a wide range of what is seen as normal; •Challenge stereotypical gender portrayals of people.
Pressure online	•Understand the risks of sharing images online and how these are hard to control, once shared; •Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; •Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.
Helpful or unhelpful? Managing change	•Recognise some of the changes they have experienced and their emotional responses to those changes; •Suggest positive strategies for dealing with change; •Identify people who can support someone who is dealing with a challenging time of change.
Is this normal?	•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	•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.

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Appendix 2

Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching **'relationships and health education'** on GOV.UK.

Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching **'relationships and health education'** on GOV.UK.

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Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.





Right to withdraw your child

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

Department for Education

If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school.

Forest Edge Federation:

Tutshill C of E Primary School, Tutshill, Nr Chepstow, Gloucestershire, NP16 7BJ

and

Woolaston Primary School, Netherend, Nr Lydney, Gloucestershire, GL15 6PH