Rise Multi Academy Trust: PSHE Education Policy Guidance

Rise
Flourish & Succeed

Date of Policy: June 2026

Approved by the Trust Board: June 2026

Review Date: June 2029

Signed: 

Albert Village Primary School

Date of policy: July 2026

Members of staff responsible for PSHE Education:

1. How this Policy was developed

This policy was written by the Trust Education Team and developed in consultation with parents, teachers and other school staff, governors and the pupils at Albert Village 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.

Health Education is also statutory in all schools[1].

We at Albert Village 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,[2] as recommended by the DfE, provides a framework though 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.

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

At Albert Village school we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. An overview of SCARF can be found in our appendices[3]. It covers all of the DfE's 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 in considered and fed into the planned programme.

Our PSHE subject lead, Albert Village works in conjunction with teaching staff in each year group and the phase leads (EYFS, KS1 and KS2) 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 lead in the first instance to discuss their training needs.

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. Assessment is completed by the class teacher using the SCARF Summative Assessment 'I can…' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge.

Scarf Long term planning document

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[4] as well an overview of our Science programmes of study[5].

Scarf Medium Term Planning Documents

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. 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 [6]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.

NSPCC Speak up Stay Safe Safeguarding Programme

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.

Units are taught after consolation with parents each academic year.

Guidance about how staff answer questions can be found within the Appendix.

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 here. Creating a Safe Learning environment guidance.

Support is provided to children experiencing difficulties on a one-to-one basis, via our ELSA 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 PSHE education is monitored, evaluated and assessed

Assessment at Albert Village in PSHE is primarily formative and takes place through discussion with the children. Teachers use questioning, pupil responses and observations during lessons to assess children's understanding, attitudes and ability to reflect on their learning.

[6] Delete as appropriate

We monitor pupils' progress through the iCAN statements, which provide clear learning outcomes for each unit. At the end of each unit, teachers record their assessment against the relevant iCAN statements, based predominantly on the discussions and learning that have taken place throughout the unit.

Evidence of learning is also collected in our large PSHE evidence portfolios, which provide a whole-class record of learning. These may include photographs, examples of children's work, pupil voice and other evidence from lessons. Together, this enables us to monitor children's progress and evaluate the impact of our PSHE curriculum over time.

SCARF Progress

For each of the six units we carry out a specially designed pre- and post-unit assessment activity. Conducted twice, first at the beginning of the unit to determine where the children are at; and then again at the end of the unit, enabling us to monitor progress, record key points and identify areas for further development. This both teacher and child to see what progress has been made over the course of each half- termly unit of lesson plans.

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.

Wearing my SCARF

This approach encourages children to reflect personally on their learning. They can record what they found helpful, thought-provoking, challenging and where their learning might take them to next. This also plays a key role in helping us to evaluate the programme.

This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

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.

The PSHE education subject lead gives the head teacher an annual summary report in which teaching and learning of the subject is evaluated. Areas for development are also identified. The PSHE education subject lead has

specially-allocated regular management time, enabling them to review evidence of the children's work and monitor any assessments made.

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

It is not our school's policy to withdraw pupils with special educational needs 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 all pupils 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. 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%[7] of pupils will go on to define themselves as gay, lesbian, or bi-sexual. It is possible that some pupils will also have LGB 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.

[7] https://www.stonewall.org.uk/news/new-stats-reveal-that-lesbian-gay-and-bisexual-people-are-a-growing-part-of-uk-society

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

Policies

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 or Health 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 regards 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.

Should further information about PSHE education be required, please contact the PSHE education lead Marie Machin

11. Policy Review

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 21st Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfE (0116/2000) (2011)
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance' (July 2025)
- PSHE Association 'Writing and updating your school's Relationships and Sex Education (RSE) Policy' (October 2025)
- DfE 'Keeping Children Safe in Education' (September 2025)
- Ofsted Education Inspection Framework (November 2025)

This policy should be read in conjunction with the following:

- School's own Safeguarding / Child Protection policy (inc. responding to disclosures)
- Trust Confidentiality policy
- Trust Behaviour policy
- Trust Equality, diversity and inclusion policy

- DfE 'Keeping children safe in education' (2026)

Data will be processed to be in line with our requirements and protections set out in the UK General Data Protection Regulation, Data Protection Act as amended by the Data (Use and Access) Act 2025.

Useful resources / Appendix

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

Coram SCARF Resources

RSE guidance and support materials online teaching and learning training film clips - https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacher-resources-guidance-documents-and-training-films

Frequently Asked Questions - https://www.coramlifeeducation.org.uk/frequently-asked-questions

Long-term planning document - https://www.coramlifeeducation.org.uk/scarf/lesson-plans/long-and-medium-term-plan

Flexible Planning Tool - https://www.coramlifeeducation.org.uk/scarf/planning

How to answer children's questions that go beyond the planned curriculum - https://www.coramlifeeducation.org.uk/scarf/lesson-plans/rse-films-supporting-teaching-and-learning

Assessment in PSHE education recorded webinar - https://www.coramlifeeducation.org.uk/training/assessment-in-pshe-education

SEND: signposting and support - https://www.coramlifeeducation.org.uk/scarf/lesson-plans/signposting-and-support-for-children-with-additional-needs

Protected Characteristics across SCARF - https://www.coramlifeeducation.org.uk/scarf/lesson-plans/protected-characteristics-across-scarf

Working with parents and carers - https://www.coramlifeeducation.org.uk/working-with-parents-and-carers

SCARF training - https://www.coramlifeeducation.org.uk/training/scarf-training-teachers-schools-bespoke

SCARF Teacher Training Portal - https://www.coramlifeeducation.org.uk/teacher-training-portal

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://pshe-association.org.uk/guidance/ks1-4/assessment

SCARF builds learning gradually across year groups. Relationships and health topics appear across its units. Ask the school for the topics and timing for your child's year group.

5. How are lessons kept age appropriate?

Lessons build on earlier learning and take account of children's age and development. Schools can adapt SCARF to their pupils' needs. SCARF and RSHE

Policy appendix for parents and carers

These questions explain how SCARF supports relationships, sex and health education in primary schools in England. Read this appendix alongside the school's RSHE policy and year group curriculum information.

Understanding the lessons

1. What is SCARF?

SCARF is a PSHE scheme from Coram Life Education. Its name stands for Safety, Caring, Achievement, Resilience and Friendship.

2. What do PSHE and RSHE mean?

PSHE means Personal, Social, Health and Economic education. RSHE means Relationships, Sex and Health Education. RSHE forms part of the wider PSHE curriculum.

3. Why teach relationships in primary school?

Children learn about friendships, families, kindness, boundaries and getting help. This gives them skills to build positive relationships and keep safe.

4. What will my child learn and when?

6. Does RSHE mean teaching young children about sex?

Early learning focuses on relationships, feelings, bodies and safety. Sex education is separate. The school's policy should explain which lessons include sex education and when they take place.

Bodies relationships and safety

7. When will children learn about puberty?

Children should learn about body changes before they happen. Puberty, including periods, is part of Health Education. Ask the school when this content is taught.

8. Will children learn how babies are conceived and born?

The government recommends age appropriate sex education in primary school. The school's policy should explain its approach and distinguish sex education from statutory science and health content.

9. Why use the correct names for private body parts?

Correct names help children understand their bodies and explain a worry or report inappropriate touch clearly.

10. How do lessons help children stay safe?

Children learn about personal boundaries, privacy, recognising unsafe situations and trusted adults. They learn to seek help when something makes them feel worried or uncomfortable.

11. How are different families included?

Children learn that families take different forms, including families with same-sex parents. Teaching should help every child feel included and encourage respect for others.

12. How are religious beliefs and family values respected?

Schools should take pupils' religious backgrounds into account. Teaching must still meet statutory requirements and explain the importance of respect for other people.

13. How are children with additional needs supported?

Teaching should be accessible to children with special educational needs and disabilities. Speak to the class teacher or special educational needs coordinator about the language, pace and support your child needs.

Working with parents and carers

14. Can I see the teaching materials?

Yes. Parents should be able to view the materials used to teach RSHE, on request. Contact the school to arrange this and discuss any questions.

15. Can I withdraw my child?

You cannot withdraw your child from Relationships Education, Health Education or statutory science. You can withdraw a primary-aged child from sex education beyond statutory science. Contact the headteacher to discuss a request.

16. What happens if a child asks a sensitive question?

The school should explain how teachers respond to questions beyond the planned lessons. Responses should consider the child's age, understanding and safety.

17. Will children have to share personal information?

Children should not be expected to share private experiences in class. They should be able to speak privately to a trusted adult. Safety concerns are handled through the school's safeguarding procedures.

18. How can I help at home?

Ask what your child has learned, listen calmly and answer questions simply. Use accurate words for body parts. Family SCARF offers free information and activities for parents and carers.

19. What if I have a concern?

Speak to your child's class teacher or the school's PSHE lead. For withdrawal requests, contact the headteacher. The school's complaints procedure explains how to raise an unresolved concern.

Further information

Coram SCARF parent information: www.coramscarf.org.uk/family-scarf

Coram SCARF questions and guidance: www.coramscarf.org.uk/frequently-asked-questions

Department for Education: Relationships Education, Relationships and Sex Education and Health Education statutory guidance, effective from 1 September 2026.