

# PSHE and RSHE Policy (RSHE) Relationships (Sex) Health Education

## An Daras Multi Academy Trust

The An Daras Multi Academy Trust (ADMAT) Company

An Exempt Charity Limited by Guarantee

Company Number/08156955

<b>Status: Draft</b>	
Recommended	
Statutory	No
Version	v1.0
Adopted v1.0	
Reviewed and approved as v1.0	<b>Autumn 2026</b>
Reviewed and approved as v2.0	
Next Review v2.0	
Advisory Committee	ADMAT TLA Committee Local Governing Bodies
Linked Documents and Policies	Inclusion Policy SEND Policy Safeguarding / Child Protection policy Confidentiality policy Anti-bullying policy Equality, diversity and inclusion policy Behaviour Policy

## An Daras Multi Academy Trust PSHE and RSE Policy

### How this Policy was developed

This policy was written and developed in consultation with parents, teachers and other school staff, governors and the pupils at An Daras Trust. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all our pupils.

### 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. At An Daras Trust we acknowledge that under the Education Act 2002 and Academies Act 2010 all our schools must provide a balanced and broadly-based curriculum. Our policy covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

Since September 2020 it has been statutory for schools to deliver Relationships Education in primary schools, and they are encouraged by the Department of Education to deliver Sex Education that ensures that both boys and girls are prepared for the changes adolescence brings and [in line with the National Curriculum for science and how a baby is conceived and born](#). Health Education is also statutory and covers the key facts about puberty, [menstrual wellbeing and from September 2026, the correct names of body parts](#).

The Education and Inspections Act 2006 places schools under a duty to promote the well-being of their pupils. The Education Act 1996, as amended by the Learning and Skills Act 2000, requires head teachers and governing bodies to have regard to the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, make a statement of policy on their provision and set out the circumstances in which a pupil is to be excused.

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

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

The school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able

to identify and solve 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:

- Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
- Encourage and support the development of social skills and social awareness;
- Enable pupils to make sense of their own personal and social experiences;
- Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- Enable effective interpersonal relationships and develop a caring attitude towards others;
- Encourage a caring attitude towards and responsibility for the environment;
- Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
- 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.

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

At An Daras Trust we use SCARF, a comprehensive scheme of learning for PSHE and Wellbeing education. 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 learning where necessary to meet the local circumstances of our schools, for example, we may use our local environment as the starting point for aspects of our work. The **school council** are also consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme.

Our PSHE subject lead works in conjunction with teaching staff in each year group and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training.

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 intentions for each lesson and provide support for how to teach the lessons.

The PSHE lessons build upon children's prior learning. There is planned progression across the SCARF scheme of learning, so that children are increasingly and appropriately challenged as they move up through the school.

Assessment is completed by the class teacher supported by the SCARF Summative Assessment 'I can...' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge. We also enable pupils to reflect on their PSHE Learning and use pre-post assessment reflection tools within SCARF.

### **What is being taught**

In the appendix can be found the SCARF medium term planning for both Key stage 1 and 2 and the Early Years Foundation Stage

### **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, 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 regular opportunities to engage in social activities.

### **KS1 and KS2**

The SCARF programme divides the year into 6 themed units:

- Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
- Valuing Difference: a focus on respectful relationships and British values;
- Keeping Myself Safe: looking at keeping ourselves healthy and safe
- Rights and Responsibilities: learning about money, living the wider world and the environment;
- Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
- 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. 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 **Y5 and/or Y6** children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

*\*Add details here of any other resources or external agencies you invite into school to support you in your delivery of PSHE education, alongside SCARF. Schools should ensure that the teaching delivered by the visitor reflects the schools values and ethos, and fits with their planned programme and published policy.*

We ensure all activities and visiting external agencies adhere to our Safeguarding policy and procedures.

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

PSHE lessons are taught once a week in their timetabled PSHE lesson, throughout the whole year in their classes, in mixed sex groupings, using a range of interactive teaching methods.

Relationships and Sex Education is where Sex Education is taught. Relationships Education doesn't involve explaining the detail of different forms of sexual activity but can cover sensitive topics such as sexual violence to keep children safe. Teachers will answer questions about topics in Sex Education that the school does not cover or that relates to Sex Education from which the child has been withdrawn

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 unit. This includes a confidentiality statement understood by adults and children. The teachers will also use a range of skills, including **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 and child protection policy. Support is provided to children experiencing difficulties on a one-to-one basis.

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

We use three methods of monitoring and assessing learning within PSHE.

### **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 enables both teacher and child to see what progress has been made over the course the unit.

### **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 too 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 learning and of the quality of PSHE education is the responsibility of the school leadership team.

The leadership team will regularly review the teaching of PSHE. The leadership team review's evidence of the children's learning and monitor any assessments made.

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

All pupils are required to have access to PSHE Education. Personal and social development is important for all pupils. Lesson plan content will be adapted where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Teachers will adapt the SCARF lesson plans to meet the needs of the children.

Our Trust/ 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. The school also uses a range of diverse texts within its English Curriculum programme using Literacy Tree Scheme of learning materials.

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 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. 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.

### **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 opportunity to understand the purpose and content of Relationships Education and Sex Education to help increase confidence in the curriculum.

It is statutory for the school to show parents examples of the resources we plan to use. The curriculum planning is made available to parents. We advise parents to view the resources to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about its own families' values in regard to relationships and sex alongside the information they receive at school.

### **Dissemination of the Policy**

This policy has been made accessible to parents, teachers and other school staff, governors through the school website.

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

### **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 and is in line with current Department for Education advice and guidance.

### **Sources of Further Information**

This policy has drawn on:

- Sex and Relationships Education (SRE) for the 21<sup>st</sup> Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfE (0116/2000) (2011)
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance' (July 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
- School's own Confidentiality policy
- School's own Anti-bullying policy
- School's own Equality, diversity and inclusion policy

### **Example: Long Term Curriculum Mapping and Half Termly Units**

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 by 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 inc. online Understanding the norms of drug use (cigarette & alcohol use) Influences Online safety & behaviours	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 emotional needs	Recognising & celebrating difference, inc. religions & cultural Critical digital awareness Online Bullying & self esteem	Online safety Bullying inc. online Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	My health rights, respect & duties Making a difference Decisions about lending, borrowing & spending Media manipulation Artificial Intelligence	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
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 All deep lakes Body Image Sex education Self-esteem

### Example. How to respond to pupils questions guidance:

