



RSE and PSHE Policy

Cherry Lane Primary School

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Date policy formulated	May 2026
Policy approved by	
Date of next review	September 2027

Intent:

Our PSHE curriculum, including statutory Relationships and Health Education (RSE) and non-statutory Sex Education, provides a framework to develop key skills, knowledge and attributes. It promotes positive behaviour, mental health, resilience and safety, helping pupils build healthy relationships, think critically about media, challenge extreme views and develop confidence and assertiveness.

PSHE supports the school's aim of developing confident, creative and resourceful learners. Social and emotional development is embedded across the curriculum, supported by a spiral programme of recurring themes that helps pupils to:

- make informed decisions and build self-confidence;
- develop social skills and awareness;
- understand their experiences and emotions;
- maintain good physical and mental health;
- build positive relationships and care for others;
- take responsibility for the environment;
- develop resilience and independence;
- understand society, including laws, rights and responsibilities.

Strong links between wellbeing and academic success mean PSHE plays a vital role in helping pupils become effective learners.

Implementation:

At Cherry Lane Primary School, we use SCARF, a comprehensive PSHE and wellbeing programme that meets DfE requirements for Relationships and Health Education (including non-statutory Sex Education) and aligns with the PSHE Association's Programme of Study.

SCARF is organised into six units:

- Me and My Relationships (emotions, friendships, conflict resolution)
- Valuing Difference (respect and British values)
- Keeping Myself Safe (health and safety)
- Rights and Responsibilities (money, environment, wider world)
- Being My Best (health, resilience, goal-setting)
- Growing and Changing (human development and safety)

The PSHE lead works with staff and phase leaders to ensure effective delivery, supported by SCARF resources and training. Teachers follow the six half-term units three times a term or cross-curricular lessons, with clear objectives and guidance.

SCARF has been chosen as it builds on prior learning and provides relevant, age-appropriate content for pupils.

How PSHE education, including Relationships Education, is taught

PSHE lessons are taught by their class teacher three times a term, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques.

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 on the school website.

Support is provided to children experiencing difficulties on a one-to-one basis, via our learning mentors. 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.

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.

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 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 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	Growing independence & taking ownership Keeping myself healthy Media awareness & safety	Managing difficult feelings Managing change How my feelings help keeping safe

	Recognising emotional needs			Media manipulation Artificial Intelligence	My community	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 AI/ deep fakes Body Image Sex education Self-esteem

S.E.N

Our PSHE curriculum is fully inclusive and accessible to all pupils, including those with special educational needs. Pupils are not withdrawn from PSHE, as personal, social and emotional development is considered essential for all learners and supports wider academic progress. Lessons are adapted to meet individual needs, with additional support provided where required, taking account of targets in pupils' Individual Education Plans (IEPs). SCARF resources are flexible, enabling teachers to adjust content while still meeting key learning objectives. The curriculum also promotes inclusion and respect for diversity, ensuring that all pupils can access relevant and age-appropriate learning about relationships, wellbeing and identity in a safe and supportive environment.

Assessment

Pre- and post-assessment within the SCARF PSHE scheme is used to measure pupils' starting points and progress over time. At the beginning of each unit, pupils complete a baseline activity to identify prior knowledge and understanding. This is then repeated at the end of the unit to assess the progress made and to identify any gaps in learning. These assessments support teachers in tracking development of key skills, knowledge and attitudes, and help ensure that teaching is responsive to pupils' needs. They also enable pupils to reflect on their own learning and recognise their progress within each PSHE unit.

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 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.

Parents' right to withdraw:

Parents **do not** have the right to withdraw their children from Relationships Education. However, parents do have the right to withdraw their children from the lessons that address sex education. The **only** lesson across the school's RSE scheme of work which includes this content is the **Year 6 'Making Babies' lesson**, which is taught as part of the 'Growing and Changing' unit in the Summer term. Parents are encouraged to first discuss any concerns with their child's class teacher, who can arrange a suitable time to go through the lesson content in advance to provide reassurance and address any questions. Requests for withdrawal should be made in writing and addressed to the Headteacher.

Impact:

The impact of this PSHE policy is that pupils develop the knowledge, skills and attitudes needed to stay safe, healthy and prepared for life in modern society. Through a structured and progressive curriculum, children build confidence, resilience and emotional literacy, enabling them to form positive, respectful relationships and make informed decisions. Pupils demonstrate an understanding of diversity, equality and responsibility, and are able to think critically about influences such as media and peer pressure. As a result, they show positive behaviour, strong wellbeing and increasing independence, which supports their academic progress and prepares them to become responsible, active citizens in the wider community.