



Beech Green Primary

'Respect Achieve Belong'

PSHE Policy including RSE 2026

Status and review cycle: Statutory. Cycle, flexible
Responsible group: Full Governing Body, Local Authority
Review date: July 2027 (or sooner if guidance changes)

1. Introduction and Rationale

This combined policy sets out Beech Green's approach to delivering high-quality, age-appropriate and inclusive Personal, Social, Health and Economic (PSHE) education, including statutory Relationships Education and, where taught, Sex Education. Our curriculum is delivered primarily through the SCARF programme and underpins our school values of Respect, Achieve and Belong. It prepares pupils for the opportunities, responsibilities and experiences of later life and promotes their safety and wellbeing.

2. Statutory Framework

Our policy reflects the Department for Education's 2025 statutory guidance on Relationships, Sex and Health Education (RSHE), the Education Act 2002/Academies Act 2010, and Keeping Children Safe in Education (most recent edition).

3. Definitions

Relationships Education: Teaching about healthy, respectful relationships, families, friendships and safety (including online), without detailing sexual activity.

Sex Education: Teaching beyond the science curriculum about human reproduction (e.g., conception and birth). In our primary setting this is taught in Year 6 alongside science content.

4. Aims of PSHE and RSE

1. Develop knowledge, skills and attributes to form positive, respectful relationships and to keep safe on- and offline.
2. Build emotional literacy and resilience, including strategies to manage difficult feelings such as frustration, disappointment and loneliness.
3. Promote inclusion, equality and respect for diversity, including representation of different families and LGBT people.
4. Ensure pupils know correct names for body parts (e.g., penis, vulva, vagina, testicles, scrotum, nipples) to support safeguarding.
5. Prepare pupils for puberty and the physical, social and emotional changes of growing up.
6. Foster personal responsibility, citizenship and economic wellbeing.

5. Curriculum Intent

Our PSHE curriculum equips pupils to lead confident, healthy and independent lives. Using SCARF's spiral curriculum, pupils revisit six core themes each year to deepen knowledge and skills: Me and My Relationships; Valuing Difference; Keeping Safe; Rights and Responsibilities; Being My Best; Growing and Changing.

6. Curriculum Implementation

7. Weekly timetabled PSHE lessons for all year groups using SCARF resources adapted to cohort needs.
8. Integration with whole-school approaches to safeguarding, behaviour, mental health and anti-bullying.
9. Cross-curricular links with Science (including human biology), Computing (online safety and media literacy), PE and RE.
10. A progressive approach to Relationships Education across all year groups, with Sex Education taught in Year 6 in line with science content on conception and birth.
11. Inclusion of new and emerging RSHE content (e.g., online risks and protections, scams and fraud, video game monetisation, vaping risks, media and digital literacy, personal safety and travel safety).
12. Adaptations for SEND and EAL learners to ensure accessibility and participation.

7. High-level Overview by Phase

Early Years & KS1: Feelings and friendships; families and people who care for me; valuing difference; staying safe (including safe/unsafe touch and secrets); basic first aid; healthy routines; correct body names; beginnings of media literacy and online safety.

Lower KS2: Respectful relationships; diversity and challenging stereotypes; decision-making and risk; managing change and loss; money and responsibilities; online safety and critical thinking; introduction to body changes and puberty awareness.

Upper KS2: Managing complex friendships; communication skills and help-seeking; puberty changes and body image; introduction to conception and birth (Sex Education); vaping and substance norms/risks; scams/fraud; media influence and digital footprints; personal safety in the community and travel.

A detailed year-by-year long-term plan is maintained by the PSHE/RSE Lead and published on the school website.

8. Safe and Effective Practice in Lessons

13. Establish and refer to class ground rules for respectful dialogue; avoid shock- or shame-based approaches.
14. Use distancing techniques, scenarios and role-play; provide anonymous question opportunities (e.g., question box).
15. Provide accurate, unbiased information and correct misconceptions sensitively.
16. Signpost support routinely and explain confidentiality and safeguarding boundaries.
17. Ensure all visitors follow our approach and safeguarding protocols; teachers remain present and lead the learning.

9. Inclusion, Equality and Belief Sensitivity

We comply with the Equality Act 2010 and Public Sector Equality Duty. Teaching reflects diverse families (including same-sex parents), cultures and beliefs, and remains respectful and sensitive. Content is adapted to meet individual needs, with particular attention to pupils with SEND, who may be more vulnerable to harms. Where faith perspectives are discussed (including in RE), we distinguish clearly between factual content and beliefs and encourage respectful debate.

10. Working with Parents and Carers

18. Policy and curriculum overviews are published on the school website; parents can request access to all materials used.

19. We proactively engage parents through information letters, workshops/meetings, and opportunities to view resources.

20. Before teaching puberty or sex education units, we inform parents and share key vocabulary and approaches.

21. Parents cannot veto curriculum content in Relationships Education or Health Education; however, we welcome feedback to support partnership working.

11. Right to Withdraw from Sex Education

Parents/carers may request withdrawal from Sex Education (content beyond the national curriculum for science). In primary schools, the headteacher will grant such requests, other than for statutory science content. There is no right to withdraw from Relationships Education or Health Education.

22. Submit a written request to the Headteacher.

23. Meet offered to discuss the request, share materials and explore alternative learning.

24. If withdrawal is confirmed, school will provide purposeful education during those lessons.

12. Safeguarding

Effective RSE supports safeguarding by helping pupils recognise and report abuse or harm, online and offline. Staff follow school safeguarding procedures and Keeping Children Safe in Education. Disclosures are reported to the Designated Safeguarding Lead (DSL) without delay.

13. Roles and Responsibilities

Role	Responsibilities
Governing Body	Approve and review policy; ensure statutory compliance; monitor impact.
Headteacher	Ensure implementation, resources and staff training; consider withdrawal requests.
PSHE/RSE Lead	Curriculum design; staff CPD; quality assurance; stakeholder engagement; website information.
Class Teachers	Plan and deliver lessons safely and inclusively; assess learning; follow safeguarding policy.

External Visitors	Share credentials and materials in advance; comply with safeguarding and teacher presence.
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14. Assessment, Monitoring and Evaluation

- 25. Use baseline and end-point tasks, pupil self-reflection and teacher assessment (ipsative model) to gauge progress.
- 26. Monitor through learning walks, work samples (e.g., class floor books), and pupil/staff voice.
- 27. Report to SLT and governors; use data (including wellbeing/behaviour patterns) to inform improvements.
- 28. Review and quality assure contributions of visitors/external agencies.

15. Staff Training and Support

Staff access regular CPD on RSHE pedagogy, safe classroom practice, and emerging issues (e.g., online harms, media literacy, vaping). New staff receive induction on the policy and curriculum.

16. Use of External Agencies and Resources

- 29. School checks credentials, lesson plans and materials for accuracy, age-appropriateness and balance.
- 30. Contracts will not restrict sharing materials with parents.
- 31. Safeguarding protocols (including handling disclosures) are agreed in advance.

17. Policy Development, Consultation and Publication

- 32. Drafted by PSHE/RSE Lead in consultation with staff, pupils, parents and governors/trustees.
- 33. Approved by Governing Body and published on the school website.
- 34. Reviewed at least every 18–24 months, or earlier if statutory guidance changes.

Appendix A – Long-term Overview (summary)

Our SCARF-based long-term plan maps six themes across EYFS–Y6 with progressive knowledge and skills. See website for full, year-by-year coverage and vocabulary lists. Key progression points include: correct body terminology in KS1; puberty from Y4; Sex Education (conception and birth) in Y6; online safety and media literacy across all years; personal safety, first aid and decision-making throughout.

Appendix B – Parent Information Letter (template)

Dear Parent/Carer,

During the week commencing [date], your child’s class will begin our PSHE/RSE unit on [topic]. We teach this using the SCARF programme and in line with DfE statutory guidance. You are welcome to view all materials in advance and discuss any questions with us. If you wish to request withdrawal from Sex Education content (Years 6 only), please write to the Headteacher. Thank you for working in partnership with us to support your child’s learning and wellbeing.

Yours sincerely,
PSHE/RSE Lead

Appendix C – Withdrawal Request Form (template)

Parent/Carer name: _____

Pupil name & class: _____

I request to withdraw my child from Sex Education (beyond science) lessons on the following dates/topics: _____

Reason (optional): _____

Signature: _____ Date: _____