

Bradley Barton Primary School and Nursery



PSHE and RSHE Policy

Next Review: September 2027

Review Cycle: Annual

Signed: Chair and FGB

Date adopted: 25th September 2026

ADOPTED:

REVIEWED: 1st October 2026

RESPONSIBLE BODY: **FGB**

Name of school: Bradley Barton Primary School and Nursery

Date of policy: October 2026

Members of staff responsible for PSHE Education: Heidi Hammond

Line Manager (Member of SLT): Overseen by the delegated curriculum leader (Kayley Massey)

Review date: October 2027

1. How this Policy was developed

This policy was written by the PSHE Lead and developed in consultation with parents, teachers and other school staff, governors and the pupils at Bradley Barton Primary School and Nursery. 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. RSE Government Review

Relationships, Sex and Health Education (RSHE) is a subject taught at both primary and secondary school.

In 2020, Relationships and Sex Education was made compulsory for all secondary school pupils in England and Health Education compulsory for all pupils in state-funded schools.

In July 2025, new RSHE guidance was published with effect from September 2026.

The review was informed by the advice of an independent panel of experts. The results of the review and updated guidance for consultation has now been published.

3. What is new in the updated guidance?

The new RSHE guidance that builds on the progress made over the last few years making sure children and young people get the relationships, health and sex education they need to support their mental health and wellbeing, and prepare them for the changes they will experience as they grow up. This guidance will help children to make healthy choices, recognise and manage feelings, and better enable them to be safe from harm, both online and offline.

Primary aged children must now learn about different kinds of family structures (including same-sex families); building friendships and managing emotions; recognising personal boundaries and understanding privacy; and staying safe online and knowing how to report concerns.

In addition, schools are encouraged to teach older primary pupils about puberty and conception.

The guidance for schools also contains a section on transparency with parents, making it clear that parents have a legal right to know what their children are being taught in RSHE and can request to see teaching materials.

4. What are the age limits?

The revised guidance places greater emphasis on careful sequencing and ensuring that content is age- and stage-appropriate. The school will plan RSHE progressively so that pupils receive knowledge and skills at an appropriate point in their development. Primary sex education is non-statutory and, where taught, will normally be provided in Years 5 and 6 in line with the DfE guidance and the school's agreed curriculum.

Relationships and Health Education are compulsory for primary schools and are taught from Year 1 to Year 6. As part of Health Education, puberty education is taught from Year 4 to Year 6.

5. Do schools have to follow the guidance?

Following the consultation, the guidance will be statutory, which means schools must follow it unless there are exceptional circumstances.

There is some flexibility within the age ratings, as schools will sometimes need to respond to questions from pupils about age-restricted content, if they come up earlier within their school community.

In these circumstances, schools are instructed to make sure that teaching is limited to the essential facts without going into unnecessary details, and parents should be informed.

6. 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:

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.

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

At Bradley Barton, we primarily use SCARF a comprehensive scheme of work for PSHE and Wellbeing education throughout the year to deliver a spiral curriculum from Nursery to Year 6. This cover all of the DfE's new 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. Teachers use their discretion to plan units which deliver the needs of their current cohort. 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, Heidi Hammond, 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. 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.

8. What is being taught?

PSHE is taught discretely using SCARF plans and resources each week for approximately 30 minutes from Reception to Year 6.

The Early Years Foundation Stage

In the Early Years Foundation Stage, as well as discrete PSHE lessons, 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.

An overview of what is covered in discrete PSHE lessons for each year group can be found in Appendix 1.

As well as this, 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.

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 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.

9. How is the PSHE education, including Relationships Education 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, in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques.

At Bradley Barton, we understand the sensitivity of SRE and will act accordingly. Teachers will work within the agreed frameworks and 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. If, at any time, a staff member becomes concerned for any reason about the safety of a child, or if a child discloses information which causes concern, then Child Protection Procedures will be followed.

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.

10. How is PSHE education monitored, evaluated and assessed?

At Bradley Barton, teachers start each new unit using the SCARF initial assessment resources to gauge a baseline of children's understanding. Teachers will then continually assess during taught sessions, making their own notes and tailoring sessions to the needs of their classes accordingly. At the end of each half termly unit, teachers will assess against a range of 'I can...; statements which summarise children's learning against the unit's key learning outcomes.

The monitoring of the standards 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.

PSHE learning is evidenced from Y1 to Y6 in a whole-class floor book per class in which discussions are evidenced as well as pupil learning.

11. How is the delivery of the content made accessible to all pupils?

All children have access to weekly PSHE lessons. 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 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 4% of pupils will go on to define themselves as gay, lesbian, bi-sexual or pansexual (GLBP). It is possible that some pupils will also have GLBP 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.

12. 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 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. 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 family values in regards to relationships and sex alongside the information they receive at school.

13. 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, Heidi Hammond.

14. Policy Review and Development Plan

The policy will be reviewed every 2 years, in consultation with parents, teachers and other school staff, governors and pupils.

15. Sources of Further Information

- [Education Secretary's letter to parents: You have the right to see RSHE lesson material](#)
- [Sex education: What is RSHE and can parents access curriculum materials?](#)
- [What do children and young people learn in relationship, sex and health education](#)

Appendix 1- Overview of coverage for each year group from SCARF

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 – similar & 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. or
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 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