PSHE EDUCATION POLICY (including RSE)

St George's CE Primary School

Date of issue	September 2026
PSHE Education Lead	Lizzie Peters, Head of School
Senior leader with overall responsibility	Executive Headteacher
Approved by	Governing Body
Date approved	_____
Review cycle	Every three years, or earlier if guidance changes
Next review	September 2029

1. How this policy was developed

This policy has been updated for September 2026 using St George's existing PSHE (including RSE) policy, the Coram Life Education/SCARF 2025 policy guidance supplied to the school, and the Department for Education's revised statutory Relationships Education, Relationships and Sex Education and Health Education guidance which came into effect on 1 September 2026.

The policy reflects St George's existing approach and provision. In accordance with statutory guidance, parents and carers will be consulted when the school develops or reviews its Relationships and Sex Education policy. Pupil voice, staff views and the views of governors also inform the development and review of our provision.

2. Our ethos and aims

PSHE education at St George's supports our Christian ethos and our values of Compassion, Community, Forgiveness, Respect, Perseverance and Thankfulness. It helps pupils develop the knowledge, skills, values and attributes they need to keep themselves and others safe, build healthy relationships, look after their physical and mental wellbeing and prepare for the opportunities, responsibilities and experiences of later life.

Our PSHE curriculum aims to:

- develop self-esteem, confidence, self-awareness and informed decision-making;
- develop social skills, empathy, kindness, respect and an understanding of healthy relationships;
- help pupils recognise and manage feelings and develop resilience and self-regulation;
- promote physical health, mental wellbeing and healthy lifestyles;
- teach pupils how to recognise unsafe, abusive or harmful behaviour and how to seek help;
- develop safe, responsible and respectful behaviour online and offline;
- help pupils understand rights, responsibilities, money, community and the wider world;
- challenge prejudice, discrimination, harmful stereotypes and bullying in an age-appropriate way;
- support pupils to become confident, respectful and responsible members of their community.

3. Statutory requirements

Relationships Education is compulsory for all pupils receiving primary education. Health Education is compulsory in state-funded schools. Primary schools may also choose to teach Sex Education beyond the content required by the National Curriculum for Science.

St George's has regard to the Department for Education's revised statutory guidance for Relationships Education, Relationships and Sex Education and Health Education, effective from 1 September 2026. The school also provides a broad PSHE curriculum that includes important areas beyond the statutory Relationships and Health Education requirements, including economic education, community, environmental issues, rights and responsibilities.

The statutory guidance requires schools to have regard to principles including meaningful engagement with pupils, engagement and transparency with parents, positive and preventative teaching, careful sequencing, age- and stage-appropriate provision, accessibility and skilled delivery.

4. Curriculum organisation and SCARF

St George's uses SCARF, a comprehensive scheme of work for PSHE and wellbeing education. SCARF provides progression across the school and supports delivery of statutory Relationships Education and Health Education alongside the wider PSHE curriculum.

We follow the six SCARF half-termly units and adapt teaching where necessary to reflect the needs and circumstances of our pupils and community:

- Me and My Relationships – feelings, emotions, friendships, conflict resolution and positive relationships;
- Valuing Difference – respect, diversity, difference and British values;

- Keeping Myself Safe – keeping healthy and safe, including online safety;
- Rights and Responsibilities – rights, responsibilities, money, the wider world and the environment;
- Being My Best – healthy choices, resilience, goal-setting and achievement;
- Growing and Changing – the human body, growth, puberty, change and personal safety.

Elements of PSHE are also reinforced through the wider curriculum and school life. Teaching is sequenced so that pupils revisit important concepts at increasing levels of complexity as they mature.

5. Roles and responsibilities

Governing Body

The Governing Body will ensure that the school fulfils its statutory responsibilities, that the policy is reviewed appropriately, and that parents are consulted when the RSE policy is developed or reviewed.

Executive Headteacher and Head of School

Senior leaders have overall responsibility for ensuring that the policy is implemented, that teaching is appropriate and safe, and that staff have access to suitable training, resources and support.

PSHE Education Lead

The PSHE Education Lead is Lizzie Peters, Head of School. The subject lead works with class teachers to support curriculum planning, progression, teaching, assessment and staff development, and monitors the quality of PSHE education across the school.

Class teachers

Class teachers are responsible for delivering the planned curriculum sensitively and confidently, adapting provision where needed, establishing a safe learning environment, responding appropriately to questions and following safeguarding procedures where a concern or disclosure arises.

6. Early Years Foundation Stage

In the Early Years Foundation Stage, personal, social and emotional development is embedded throughout daily provision, relationships, routines and play. Children develop skills including self-regulation, independence, managing feelings, forming positive relationships, looking after themselves and understanding appropriate boundaries. Teaching is responsive to children's development and individual needs.

7. Relationships Education in primary school

Relationships Education at St George's focuses on the building blocks of positive, safe and respectful relationships. Teaching recognises that nurturing families take many forms, including single-parent families, same-sex parents, families headed by grandparents, kinship carers, adoptive families and foster families. No pupil should be stigmatised because of their family circumstances.

Teaching includes, at an age-appropriate level:

- families and people who care for us;
- caring friendships and respectful relationships;
- kindness, honesty, permission-seeking and boundaries;
- privacy and pupils' rights over their own bodies and personal information;
- recognising emotional, physical and sexual abuse in an age-appropriate and non-alarming way;
- how to recognise bullying, prejudice and derogatory language;
- online relationships, privacy, personal information and safe use of technology;
- how, when and where to seek help and report concerns to a trusted adult.

Teaching about safety is protective and preventative. Staff will make clear that abuse is never the fault of the child.

8. Health Education

Health Education supports pupils to make informed decisions about their physical health and mental wellbeing and to know when and how to seek support. Teaching includes physical activity, nutrition, sleep, hygiene, dental health, basic first aid, medicines and drugs, changing bodies and puberty, mental wellbeing and the safe use of the internet.

Mental wellbeing teaching begins with recognising and talking about emotions, understanding that feelings can change, developing coping strategies, managing friendships and difficulties, and knowing when feelings or behaviour may require support. Pupils are taught how to seek help for themselves or another person from a trusted adult.

Puberty and menstruation are taught sensitively and accurately. The school uses appropriate language such as 'period products' and ensures pupils know how to access support and products when needed.

9. Sex Education and National Curriculum Science

Some learning about human development and reproduction is statutory through the National Curriculum for Science and is not subject to parental withdrawal. In Year 2, pupils learn that animals, including humans, have offspring which grow into adults. In Year 5, pupils learn about life cycles and the changes in humans from birth to old age, including puberty.

The Department for Education recommends that primary schools have a Sex Education programme appropriate to pupils' age and physical and emotional maturity. At St George's, any non-statutory Sex Education beyond the Science curriculum is considered in relation to the needs and maturity of the Year 6 cohort, as set out in our existing school approach. Where this is provided, parents will be informed in advance about what will be taught and the resources to be used, and the School Health Team may be invited to support delivery.

Where non-statutory Sex Education is provided, it may build on pupils' prior learning about relationships, puberty and reproduction and prepare them for the next phase of education. The distinction between statutory Science/Relationships/Health Education and non-statutory Sex Education will be made clear to parents.

10. How PSHE and RSE are taught

PSHE lessons are normally taught by the class teacher in a timetabled weekly lesson throughout the year, in usual classes and mixed-sex groupings. Teachers use interactive and age-appropriate methods including discussion, stories, activities, films, songs, online resources and drama.

A safe learning environment is established through agreed ground rules. Staff use distancing techniques and anonymous question boxes where appropriate. Pupils are reminded that adults cannot promise confidentiality where information suggests that a child or another person may be at risk.

Questions are answered factually, sensitively and in an age-appropriate way. Where a question goes beyond the planned curriculum, a teacher may explain that it will be answered at another time, signpost the pupil to an appropriate trusted adult, or speak to the PSHE Lead/DSL before responding. Staff will not introduce inappropriate detail simply because a question has been asked.

11. New and strengthened areas in the 2026 statutory guidance

Our curriculum and teaching will reflect the strengthened expectations in the revised statutory guidance, where relevant to primary-aged pupils. This includes:

- a stronger focus on protective and preventative teaching, including boundaries, privacy, recognising abuse and reporting concerns;
- age-appropriate teaching about online safety, misinformation and harmful online content;
- careful teaching about prejudice, respectful behaviour and the prevention of sexual harassment and sexual violence, beginning in primary through kindness, boundaries and respect;
- positive teaching that avoids normalising harmful behaviour or reinforcing gender stereotypes;

- greater transparency with parents about curriculum content and materials;
- careful checking of external providers and resources for accuracy, age appropriateness and impartiality;
- accessible provision for pupils with SEND, recognising that some pupils may be particularly vulnerable to abuse, exploitation or bullying.

12. Equality, diversity, biological sex and gender reassignment

Our teaching reflects the Equality Act 2010 and promotes dignity and respect for all. Pupils learn that families and communities are diverse and that bullying, discrimination and disrespectful language or behaviour are not acceptable.

In line with the revised 2026 statutory guidance, teaching will distinguish between the facts and law relating to biological sex and the protected characteristic of gender reassignment, and wider contested views. Staff will not teach contested views as established fact or suggest that all people have a gender identity. Teaching will avoid reinforcing gender stereotypes and will not suggest that social transition is a simple solution to feelings of distress or discomfort.

Where these matters arise in an age-appropriate context, they will be handled sensitively, factually and respectfully. People with protected characteristics will be treated with respect and dignity. The school will consult parents in advance about any external resources used specifically to teach contested or sensitive content and will make materials available on request.

13. Faith and religious character

As a Church of England school, St George's may reflect its Christian character and faith perspective within PSHE and RSE. We will be clear when content reflects religious belief rather than a statement of law or fact. Teaching will remain respectful of pupils and families from different religious and non-religious backgrounds and will comply with the Equality Act 2010.

14. SEND and accessibility

PSHE and RSE are important for all pupils. Pupils with SEND will not routinely be withdrawn from PSHE in order to complete work in other curriculum subjects.

Teaching and resources will be adapted so that pupils with SEND can access the curriculum at an appropriate level, while maintaining high expectations and preparing pupils for adulthood. Staff will take account of communication needs, developmental level, sensory needs and individual vulnerability. Where appropriate, learning may be revisited, broken into smaller steps, supported visually or taught with additional adult support.

15. Safeguarding

PSHE and RSE are closely connected to safeguarding. Teaching may help a pupil recognise that something happening to them or another person is unsafe and may lead to a disclosure.

All disclosures and safeguarding concerns will be managed in accordance with the school's Child Protection and Safeguarding Policy. Staff will not investigate a disclosure themselves. They will listen, reassure appropriately, record and report the concern promptly to the DSL or Deputy DSL using the school's safeguarding procedures.

Pupils are regularly reminded how they can seek help, including through trusted adults, child-friendly safeguarding information and the school's pupil reporting systems.

16. External visitors and resources

External visitors may enhance the curriculum, but the school remains responsible for what is taught. Before a visitor or external organisation is used, the school will check their suitability, credentials, lesson content and materials.

Resources will be checked to ensure that they are accurate, age- and stage-appropriate, accessible, consistent with this policy and the school's ethos, and suitable for pupils' needs. The school will not enter into arrangements that prevent parents from seeing materials used to teach RSHE.

17. Openness and engagement with parents

St George's recognises parents and carers as the first educators of their children and will work openly with families. Parents will be informed about the school's approach and the content of RSE, particularly before sensitive or non-statutory Sex Education is taught.

The school will:

- consult parents when developing or reviewing the RSE policy;
- show parents a representative sample of planned RSHE resources;
- make all curriculum materials used to teach RSHE available for parents to view on request;
- give parents advance information about non-statutory Sex Education content;
- provide opportunities for parents to ask questions or discuss concerns;
- inform parents in advance if the school needs to depart materially from its published RSE curriculum because of an emerging safeguarding or contextual issue.

Parents may express views and concerns, but they do not have a veto over statutory curriculum content.

18. Parental right to withdraw from Sex Education

Parents have the right to withdraw their child from non-statutory Sex Education taught by the school at primary level. They do not have the right to withdraw their child from Relationships Education, Health Education, or statutory National Curriculum Science.

A parent wishing to withdraw their child should contact the Executive Headteacher. The school will offer an opportunity to discuss the request, explain the nature and purpose of the curriculum and clarify which content is statutory and which is non-statutory. In a primary school, a request to withdraw from non-statutory Sex Education will be granted.

Where a pupil is withdrawn, the school will provide appropriate, purposeful education during the lesson.

19. Assessment, monitoring and evaluation

Teachers assess pupils' learning through the SCARF approach and lesson outcomes. This may include SCARF Progress pre- and post-unit activities, SCARF Success 'I can…' statements and opportunities for pupils to reflect on their learning through Wearing my SCARF.

The PSHE Education Lead monitors curriculum coverage, progression, pupils' work and/or learning, assessment information and pupil voice, and supports staff with subject knowledge and teaching. Findings inform future planning and professional development.

20. Policy dissemination and review

This policy will be available to parents, carers, staff and governors, including through the school website. A printed copy or an alternative accessible format can be requested from the school office.

The policy will normally be reviewed every three years, with consultation involving parents, staff, governors and pupils, and sooner if there is a significant change to statutory guidance, legislation or the school's provision.

21. Related policies

- Child Protection and Safeguarding Policy
- Positive Relationships / Behaviour Policy
- Anti-Bullying Policy
- Equality information and objectives / Equality policy
- SEND Policy
- Online Safety arrangements
- Supporting Pupils with Medical Conditions Policy

22. Key sources

- Department for Education – Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, revised July 2025 and effective from 1 September 2026.
- Coram Life Education / SCARF – PSHE Education Policy Guidance and Template, v.2025.c.
- Education Act 2002 and Education Act 1996.
- Children and Social Work Act 2017 and the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- Equality Act 2010.
- National Curriculum in England: Science programmes of study.
- Keeping Children Safe in Education – current edition.