CROW ORCHARD

Primary School and Nursery

RSHE and PSHCE Policy

Policy Lead	Mrs N McVey RSHE Lead
Approval date	Draft for consultation and governing body approval October 2026
Review	Annually, and sooner following significant incidents or guidance changes

'We learn with love, grow with purpose and stand strong through every challenge'. At Crow Orchard, we want *every* child to feel known, safe, valued and inspired. We are a *family* that supports and nurtures each other, celebrates learning and believes that every child can thrive.

This policy is underpinned by our core values of **Love, Growth, and Strength**, which guide every aspect of our practice:

RSHE and PSHCE Policy

Relationships Sex and Health Education
Personal Social Health Citizenship and Economic Education

1. Our purpose and statutory basis

“We learn with love, grow with purpose and stand strong through every challenge.” Our values of Love, Growth and Strength guide a coherent personal development programme. We help children build respectful relationships, understand themselves and others, make informed choices and seek help confidently.

This policy covers Nursery to Year 6. It follows the revised DfE RSHE statutory guidance in force from 1 September 2026, KCSIE 2026, the Equality Act 2010, the national curriculum and EYFS requirements. Relationships and health education are compulsory in primary education; primary sex education beyond science is not compulsory. PSHCE brings these elements together with citizenship and economic understanding.

Our approach also reflects Ofsted’s September 2026 expectations for personal development and wellbeing, inclusion and safeguarding, and Lancashire’s emphasis on provision matched to current cohorts and the local community. These inform our practice; they do not prescribe a particular commercial scheme.

2. How our provision fits together

SCARF provides our planned classroom curriculum, taught by class teachers through a rolling mixed-age programme. Teachers adapt lessons to children’s prior knowledge and needs. We use the school’s curriculum map to connect classroom teaching, assemblies and specialist input, with clear learning goals and opportunities to revisit learning.

Our carefully devised two-year programme of Big Messages is delivered in Monday whole-school assemblies led by the Headteacher or Deputy Headteacher. Andrew Moffatt’s No Outsiders assemblies from EYFS to Year 6 follow these messages, alongside once-weekly Big Questions. Together they develop understanding of inclusion, relationships, responsibility and the world around us.

Teachers make these connections explicit and adapt discussion to each age group. Children practise listening, explaining their views, considering other perspectives and disagreeing respectfully. Assemblies reinforce classroom learning; they do not replace the planned RSHE curriculum.

3. Mixed age progression

Our rolling programme supports Year 1/2, Year 3/4 and Year 5/6 classes. Each cycle identifies what each year group should learn, how vocabulary and concepts deepen and how teachers will check understanding. Joining pupils, absence and class moves are considered so children do not miss essential learning.

The curriculum lead checks both cycles against all end-of-primary statutory outcomes. Puberty and safety teaching are timed to children’s needs and are not delayed simply because of the rolling cycle. Where necessary, teachers use

year-group or smaller-group teaching for sensitive content. EYFS builds foundations through personal, social and emotional development, communication, play and everyday routines.

4. What children learn

Our curriculum map specifies content and timing for each class and cycle. Across primary school, children develop knowledge and practical skills in:

- Relationships: caring families and friendships, respect, managing conflict, boundaries, privacy, recognising abuse and bullying, safe online relationships and how to get help.
- Health: emotions, mental wellbeing, change and loss, physical activity, healthy eating, sleep, hygiene, dental care, vaccination, substance risks including vaping, personal safety, emergency help and basic first aid.
- Growing and changing: correct names for body parts, bodily privacy, physical and emotional changes, puberty and menstruation. Teaching prepares children before changes happen and includes boys and girls.
- Citizenship and economic understanding: fairness, rights and responsibilities, democracy, British values, community participation, protected characteristics, challenging prejudice, money choices and recognising scams or financial pressure.

Online learning includes critical thinking, privacy, respectful behaviour, age restrictions, gaming and routes for reporting concerns. Content responds to emerging risks without introducing unnecessary detail or alarming children. Staff check current guidance and resources before teaching sensitive material.

5. Sex education and specialist delivery

For this draft, the proposed sex education offer is age-appropriate teaching in Years 5 and/or 6 about human conception and birth, building on science and puberty education. The exact SCARF lessons, year groups and timing must be confirmed in the published curriculum map through consultation before adoption. Additional sex education is clearly distinguished from statutory relationships, health and science content.

SCARF specialist leads visit school to support sex and relationship education and mental health first aid. Their input is planned with teachers, linked to learning goals and followed up in class. Mental health first aid promotes recognition, supportive responses and help-seeking; it does not make pupils responsible for managing another person's mental health.

The school remains responsible for all teaching. The curriculum lead checks visitor credentials, lesson plans, resources, accuracy, accessibility and age suitability in advance. Staff agree safeguarding and confidentiality arrangements, and a school member of staff remains present during curriculum sessions. Parents can view the teaching materials used by visitors.

6. Compass Bloom and emotional wellbeing

Compass Bloom strengthens our whole-school approach through pre-planned, bespoke whole-class and whole-school workshops based on our children's needs. Targeted provision described by the school includes parent-led support for children under eight and one-to-one work with a trained practitioner for children aged eight and above.

Families can raise concerns with their class teacher or school leadership. School and the practitioner agree an appropriate referral, goals and review arrangements with parents, taking account of the child's views and the service's assessment and consent procedures. These age routes describe our current provision rather than a guaranteed entitlement to treatment.

Staff and practitioners share relevant information securely on a need-to-know basis. Safeguarding concerns are passed promptly to the DSL. Targeted support complements the curriculum and does not replace it; urgent safeguarding or health concerns follow the appropriate emergency or specialist pathway.

7. Inclusion and equality

All children should be able to participate. Teachers work with the SENCO to provide visuals, communication aids, explicit vocabulary, rehearsal, smaller steps and additional teaching where needed. We adapt sensitively for trauma, bereavement, care experience, faith and family circumstances, without assuming that difficulty is explained by SEND.

Teaching represents different families positively, including same-sex parents, and challenges discriminatory language. We respect religion and belief while meeting equality and safeguarding duties. Staff distinguish facts and law from contested views, avoid reinforcing stereotypes and follow current DfE guidance on sex and gender-related content.

8. Practical staff guidance

- Prepare: check the intended learning, vocabulary, age suitability and any known vulnerabilities. Agree ground rules: listen, use respectful language, avoid naming people and do not share private experiences publicly.
- Teach safely: use stories, scenarios, discussion and rehearsal. Children may pass on a personal question or contribution and speak privately afterwards; this does not remove their curriculum entitlement.
- Handle questions calmly: answer accurately at an appropriate level. Use a question box where helpful. Questions outside the taught content, or involving a child withdrawn from sex education, are considered privately with the lead or DSL and parents where appropriate. Do not shame a child or improvise explicit explanations.
- Respond to disclosures: listen, reassure and explain that safety information must be shared. Do not promise secrecy or investigate. Report promptly to the DSL and make a factual CPOMS record, following our safeguarding and child-on-child abuse policies.
- Follow up: check understanding and misconceptions, provide an accessible route to a trusted adult and revisit learning. Never assess children by asking them to disclose private experiences.

9. Working with parents and withdrawal

We consult parents when developing and reviewing this policy and listen to pupils' views in age-appropriate ways. The final policy is published on the school website and provided free on request. The rolling curriculum map and advance information identify sensitive content, specialist sessions and any additional sex education.

Parents can contact the school office to discuss content or view all RSHE teaching materials, including external providers' materials. We offer a representative sample proactively and explain significant changes before teaching. Provider confidentiality restrictions must not prevent parental access.

Parents cannot withdraw children from relationships education, health education or national curriculum science, including the relevant puberty and reproduction content. Where primary sex education is provided beyond science, the Headteacher must grant a parental request for withdrawal. A discussion helps clarify the request; it is not a condition of granting it.

Requests should be made to the Headteacher. We record the agreed lessons and arrange purposeful alternative education without stigma. A parent may later change their decision. Concerns about provision are first discussed with the class teacher or Headteacher, then through the school complaints procedure if unresolved.

10. Leadership assessment and review

Governors approve this policy following consultation and oversee curriculum entitlement, equality and parental rights. The Headteacher and Deputy Headteacher connect the assembly programme with wider personal development. The curriculum lead maintains the map, checks resources, supports staff and coordinates visitors; the DSL and SENCO advise on safeguarding and access.

Teachers assess learning through discussion, scenarios, observation and brief checks of knowledge and vocabulary. The lead reviews planning, pupil voice, samples of learning and participation across both cycles, including for pupils with SEND and those facing disadvantage. Leaders use anonymised safeguarding and wellbeing patterns to identify gaps, without treating curriculum teaching as therapy.

We evaluate what children understand and can apply, whether they know how to seek help and whether provision meets their needs. Findings inform staff training, future workshops and the annual review. We do not assume that attendance at lessons or assemblies proves impact.

11. Guidance and documents supporting this policy

DfE RSHE guidance in force from September 2026 View source
DfE Keeping children safe in education 2026 View source
Ofsted school inspection toolkit for September 2026 View source
Lancashire LPDS PSHE advice and resources View source
Coram SCARF curriculum View source

Compass Bloom Central and West Lancashire View source

Read alongside: curriculum maps; Big Messages programme; safeguarding and child-on-child abuse policies; SEND, equality, behaviour, online safety and complaints policies. Before approval, confirm sex education lessons and timing and record the parent consultation.