



Monkshouse Primary Academy PSHE Education Policy

(including Relationships Education, Health Education and non-statutory Sex Education)

Headteacher: Mr Andrew Clarke

Policy Lead: PSHE Lead

Line Manager (SLT): Headteacher

Ratified by: Local Governing Body

Review date: July 2026

1. How this Policy was Developed

This policy has been developed by the PSHE Lead and is based upon the 2025 SCARF PSHE Education Policy Template. It has been adapted to reflect the curriculum, ethos and needs of Monkshouse Primary Academy.

The policy has been informed by current statutory guidance, consultation with school staff, pupil voice and parental consultation activities relating to Relationships, Sex and Health Education (RSHE). The school recognises the importance of working in partnership with parents and carers and welcomes feedback to ensure that provision continues to meet the needs of our pupils and community.

The policy will be reviewed by the Local Governing Body and updated in response to changes in statutory guidance, school priorities and stakeholder feedback.

2. Legal Requirements

Relationships Education and Health Education are statutory in all primary schools.

The Department for Education (DfE) recommends that primary schools also provide age-appropriate Sex Education, particularly content relating to conception and birth, which supports children's understanding as they prepare for secondary education.

Monkshouse Primary Academy acknowledges its duties under the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly based curriculum that:

- promotes the spiritual, moral, cultural, mental and physical development of pupils;
- prepares pupils for the opportunities, responsibilities and experiences of later life;
- supports safeguarding and pupil wellbeing;
- promotes equality, diversity and inclusion;
- prepares children to become responsible citizens in modern Britain.

The school therefore provides a comprehensive Personal, Social, Health and Economic (PSHE) education curriculum through SCARF, which incorporates all statutory Relationships Education and Health Education requirements whilst also covering the wider PSHE Association Programme of Study.

3. What is Personal, Social, Health and Economic (PSHE) Education?

PSHE education provides a framework through which pupils develop the knowledge, understanding, skills and attributes they need to manage their lives now and in the future.

Through PSHE education, pupils learn how to:

- develop positive relationships;
- maintain good physical and mental health;
- stay safe, both offline and online;
- understand and manage emotions;
- demonstrate resilience when faced with challenges;
- make informed choices and decisions;
- understand their rights and responsibilities;
- contribute positively to their communities;
- appreciate diversity and treat others with respect.

At Monkshouse Primary Academy, PSHE education is underpinned by the SCARF values:

- **Safety**
- **Caring**
- **Achievement**
- **Resilience**
- **Friendship**

These values are promoted throughout the curriculum and reinforced through whole-school assemblies and wider school life.

Our PSHE curriculum aims to:

- develop self-esteem, confidence and self-awareness;
- encourage responsible and respectful behaviour;
- support positive mental wellbeing;
- develop resilience and emotional literacy;
- help children build healthy relationships;
- promote healthy lifestyles and informed decision-making;
- enable pupils to recognise and manage risk;
- foster respect for diversity and equality;
- prepare children for life in modern Britain.

We recognise the strong link between wellbeing and attainment and believe that effective PSHE education plays a vital role in enabling pupils to become successful learners and responsible citizens.

4. How PSHE Education is Provided and Who is Responsible

At Monkshouse Primary Academy, we use SCARF (Safety, Caring, Achievement, Resilience and Friendship) as our core PSHE programme.

SCARF provides a comprehensive and progressive curriculum that meets all statutory requirements for Relationships Education and Health Education, while also covering the wider PSHE curriculum.

PSHE is taught through:

- a dedicated weekly PSHE lesson, typically lasting approximately 45 minutes;
- half-termly SCARF assemblies introducing each new unit;
- wider curriculum links;
- whole-school events and enrichment opportunities;
- pastoral and wellbeing support.

The six SCARF units taught across the school are:

1. Me and My Relationships
2. Valuing Difference
3. Keeping Myself Safe
4. Rights and Responsibilities
5. Being My Best
6. Growing and Changing

The curriculum follows a progressive sequence that revisits and develops key concepts as pupils move through the school.

Class teachers are responsible for delivering the PSHE curriculum to their classes. Teachers follow the SCARF planning whilst adapting activities where necessary to meet the needs of their pupils. Adaptations continue to work towards the intended learning outcomes and ensure accessibility for all learners.

The school recognises that cohorts may have differing needs. Optional SCARF lessons may therefore be included where they are considered beneficial and appropriate. Decisions regarding the inclusion of optional content are made by school leaders and teaching staff, taking account of pupil maturity, safeguarding considerations and current issues affecting pupils.

The PSHE Lead is responsible for:

- overseeing implementation of the curriculum;
- supporting staff with planning and delivery;
- monitoring provision across the school;
- ensuring progression and consistency;
- supporting new staff;
- keeping up to date with national developments and guidance.

The Headteacher provides strategic oversight of the subject and supports ongoing development of PSHE provision across the school.

5. What is Being Taught

The SCARF programme provides a progressive curriculum from the Early Years Foundation Stage through to Year 6. The curriculum covers all statutory Relationships Education and Health Education requirements, alongside the wider learning opportunities identified within the PSHE Association Programme of Study.

Detailed curriculum content can be found within the school's SCARF long-term and medium-term plans and should be read alongside this policy.

Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is embedded throughout daily learning and contributes significantly to the Personal, Social and Emotional Development area of learning.

Children are supported to:

- build positive relationships;
- develop self-confidence and independence;
- recognise and manage feelings;
- understand rules and routines;
- develop resilience;
- learn how to keep themselves healthy and safe.

Learning takes place through play, discussion, stories, routines and carefully planned adult-led activities.

Key Stage 1 and Key Stage 2

The SCARF programme is organised into six half-termly units:

Me and My Relationships

Children learn about:

- emotions and feelings;
- friendships;
- conflict resolution;
- communication skills;
- positive relationships.

Valuing Difference

Children learn about:

- respect and inclusion;
- diversity;
- stereotypes;
- discrimination;
- British Values;
- celebrating similarities and differences.

Keeping Myself Safe

Children learn about:

- personal safety;
- online safety;
- risk-taking behaviour;
- medicines and substances;
- seeking help and support.

Rights and Responsibilities

Children learn about:

- citizenship;
- communities;
- environmental responsibility;
- financial education;
- enterprise and decision making.

Being My Best

Children learn about:

- physical health;
- mental wellbeing;
- healthy lifestyles;
- goal setting;
- resilience;
- personal achievement.

Growing and Changing

Children learn about:

- human development;
- body changes;
- puberty;
- relationships;
- emotional changes;
- personal safety;
- transition.

Throughout all units, learning is revisited and developed in an age-appropriate manner so that pupils build knowledge and skills progressively over time.

Science Links

Relationships, Health and Sex Education is also supported through the National Curriculum Science programme.

For example:

- Year 2 pupils learn that animals, including humans, have offspring that grow into adults.
- Year 5 pupils learn about human development and changes from birth to old age, including puberty.
- Pupils learn about reproduction in some plants and animals as part of the Science curriculum.

A detailed overview of Science coverage can be found in the school's Science curriculum documentation.

Sex Education

The Department for Education recommends that primary schools provide age-appropriate Sex Education to support pupils as they prepare for secondary school.

At Monkshouse Primary Academy, teaching about conception and birth is delivered through the SCARF *Making Babies* lesson in Year 6.

This learning builds upon prior teaching about:

- families;
- caring relationships;
- puberty;
- body changes;
- human development.

The lesson is delivered in an age-appropriate and sensitive manner and forms part of the school's broader approach to preparing pupils for the next stage of their education.

Optional SCARF lessons may also be delivered where they are considered appropriate to meet the needs of a particular cohort.

6. Relationships, Health and Sex Education

Relationships, Health and Sex Education forms an important part of our safeguarding and personal development curriculum.

We believe that children should be equipped with accurate knowledge, appropriate vocabulary and the confidence to seek help when needed.

Our RSHE curriculum helps children to:

- understand healthy relationships;
- recognise unsafe situations;
- stay safe online;
- understand physical and emotional changes;
- develop positive attitudes towards themselves and others;
- prepare for the transition to secondary school.

Relationships Education

Relationships Education focuses on:

- families and people who care for us;
- caring friendships;
- respectful relationships;
- online relationships;
- keeping safe.

Children learn that families may look different but are characterised by love, care and commitment. They learn how to build healthy friendships, resolve conflict respectfully and recognise trusted adults who can help them.

Health Education

Health Education focuses on:

- mental wellbeing;
- emotional literacy;
- physical health and fitness;
- healthy eating;
- internet safety and harms;
- drugs, alcohol and tobacco education;
- health and prevention;
- basic first aid;
- changing adolescent bodies.

Children learn how to look after both their physical and mental health and how to make informed choices that contribute to long-term wellbeing.

Puberty Education

Teaching about puberty is delivered progressively throughout Upper Key Stage 2.

Children are taught about:

- physical changes;
- emotional changes;
- personal hygiene;
- menstruation;
- body confidence;
- managing change.

The school aims to ensure that pupils receive this learning before significant changes are likely to occur.

Parents are informed before puberty and sex education lessons are delivered and are able to view resources on request.

Sex Education

The school teaches the Year 6 SCARF *Making Babies* lesson as part of its non-statutory Sex Education provision.

This lesson includes age-appropriate learning about conception and birth.

Teaching is factual, inclusive and sensitive, and is delivered by trained staff using approved resources.

Where optional SCARF sex education lessons are delivered, these will be selected according to the needs of the cohort and communicated appropriately to parents.

7. How PSHE Education is Taught

PSHE education is delivered through a range of interactive teaching approaches designed to engage pupils and encourage reflection.

Methods include:

- discussion;
- partner work;
- collaborative activities;
- role play;
- stories and scenarios;
- videos and visual resources;
- reflection activities;
- problem-solving tasks.

Teachers create a safe learning environment where pupils feel able to contribute and ask questions.

At the beginning of units, classes establish expectations for discussion which typically include:

- listening respectfully;
- valuing different viewpoints;
- maintaining privacy;
- avoiding personal disclosures;
- respecting the right to pass.

Questions and Discussions

Children are encouraged to ask questions about their learning.

Teachers answer questions:

- honestly;
- factually;
- in an age-appropriate manner;
- in line with the planned curriculum.

Where questions fall outside the scope of the curriculum, staff will use professional judgement to determine an appropriate response.

Confidentiality

Children are reminded that complete confidentiality cannot be guaranteed.

If information suggests that a child may be at risk of harm, staff have a duty to follow safeguarding procedures.

Pupils are informed of this in an age-appropriate manner so that they understand the limits of confidentiality.

Safeguarding

Any concerns arising from PSHE lessons are managed in accordance with the school's Child Protection and Safeguarding Policy.

Staff understand that PSHE lessons can occasionally lead to disclosures and are trained to respond appropriately.

8. Assessment, Recording and Monitoring

Assessment in PSHE focuses on children's developing knowledge, understanding, skills and attitudes.

The school uses the following SCARF assessment approaches:

SCARF Progress

At the beginning and end of each unit, pupils complete assessment activities designed to identify starting points and measure progress.

These assessments help teachers identify strengths, misconceptions and next steps for learning.

SCARF Success

At the end of each unit, pupils' learning is considered against the SCARF "I can..." statements.

These statements support teacher assessment and provide evidence of progression over time.

Recording Learning

Key Stage 1

Learning is recorded within class floorbooks.

Evidence may include:

- photographs;
- pupil voice;
- drawings;
- teacher annotations;
- practical activities;
- discussion outcomes.

Key Stage 2

Pupils maintain individual PSHE journals.

Each unit includes:

- a pre-assessment activity;
- evidence from learning across the unit;
- a post-assessment activity.

Teachers may use a variety of recording methods including written responses, diagrams, reflection activities and practical outcomes.

Seesaw may be used to supplement recorded evidence where appropriate.

Monitoring

The PSHE Lead is responsible for monitoring the quality of provision across the school.

Monitoring activities include:

- planning scrutiny;
- floorbook reviews;
- journal scrutiny;
- pupil voice activities;
- staff discussions;
- curriculum reviews.

The PSHE Lead supports staff in delivering the curriculum and provides guidance for new staff where required.

Monitoring outcomes are used to inform future curriculum development and ensure consistency across the school.

9. How the Delivery of Content Will Be Made Accessible to All Pupils

At Monkshouse Primary Academy, we believe that PSHE education is an entitlement for every child.

It is not our policy to withdraw pupils from PSHE education in order to access intervention programmes or additional support in other curriculum areas. We recognise that the knowledge, skills and attributes developed through PSHE education are essential to children's personal development, wellbeing and future success.

Teachers adapt learning appropriately to ensure that all pupils can access and engage with the curriculum. Adaptations may include:

- modified tasks;
- visual supports;
- pre-teaching of vocabulary;
- additional adult support;
- alternative recording methods;
- structured discussion opportunities;
- adapted resources.

Teachers retain the flexibility to adapt activities while ensuring that pupils continue to work towards the intended learning outcomes.

The SCARF programme provides a flexible framework that enables teachers to meet the needs of pupils with SEND, EAL and other additional needs.

Equality, Diversity and Inclusion

Monkshouse Primary Academy is committed to ensuring that PSHE education reflects the diversity of modern Britain and promotes equality, respect and inclusion.

Our curriculum acknowledges:

- different family structures;
- different cultures and faiths;
- different backgrounds and experiences;
- protected characteristics as defined by the Equality Act 2010.

Children are taught that all people deserve respect and should be treated fairly.

Through PSHE education, pupils learn to challenge stereotypes, prejudice and discrimination and develop an understanding of diversity within their school, community and wider society.

The curriculum reflects the school's commitment to promoting equality of opportunity and fostering positive relationships between individuals and groups.

The school recognises that pupils may come from a wide variety of family circumstances and seeks to ensure that all pupils see themselves represented positively within the curriculum.

For further information, please refer to the school's Equality Information and Objectives and Anti-Bullying Policy.

10. Parental Concerns and Withdrawal of Pupils

Monkshouse Primary Academy recognises the important role that parents and carers play in supporting children's personal development and wellbeing.

We are committed to working in partnership with parents and carers and believe that open communication is essential in ensuring that children receive consistent messages at home and at school.

Parents are encouraged to:

- discuss any concerns with school staff;
- review curriculum materials where requested;
- engage with consultation opportunities;
- support learning at home where appropriate.

Viewing Resources

Parents have the right to view resources used within the PSHE and RSHE curriculum.

The school will provide opportunities for parents to:

- review curriculum content;
- view examples of teaching resources;
- ask questions;
- provide feedback.

Where significant changes are proposed to RSHE provision, parents will be consulted and given opportunities to contribute their views.

Relevant curriculum information may also be shared through school communication channels throughout the academic year.

Right to Withdraw from Sex Education

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education delivered by the school.

Parents do not have the right to withdraw children from:

- Relationships Education;
- Health Education;
- National Curriculum Science.

At Monkshouse Primary Academy, non-statutory Sex Education currently includes the Year 6 SCARF *Making Babies* lesson and any additional optional SCARF sex education lessons selected by the school to meet the needs of a particular cohort.

Before a request for withdrawal is granted, the Headteacher will invite parents to discuss the request to ensure that:

- the nature and purpose of the curriculum is fully understood;
- any concerns are explored;
- parents are aware of the benefits of the learning;
- the implications of withdrawal are considered.

The school will respect parental rights whilst also ensuring that pupils receive appropriate and purposeful education during any period of withdrawal.

The school believes that effective communication and transparency help to ensure that parents feel informed and confident about the curriculum their children receive.

11. Dissemination of the Policy

This policy is available to:

- parents and carers;
- school staff;
- governors;
- external professionals where appropriate.

The policy will be published on the school website.

Printed copies can be requested from the school office.

Should the policy be required in an alternative format, the school will endeavour to make reasonable adjustments to support accessibility.

Questions regarding this policy should be directed to the PSHE Lead in the first instance.

12. Policy Review and Development

This policy will be reviewed every three years or sooner if:

- statutory guidance changes;
- significant curriculum changes occur;
- school priorities change;
- monitoring identifies a need for revision.

The review process may include consultation with:

- pupils;
- staff;
- parents and carers;
- governors.

The school remains committed to continually improving PSHE provision to ensure that it reflects best practice and continues to meet the needs of pupils.

Future developments may include:

- curriculum refinement;
- staff training;
- updates to resources;
- additional parent engagement opportunities;
- wider wellbeing initiatives.

13. Sources of Further Information

This policy has been informed by:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (DfE, 2025)
- Keeping Children Safe in Education (DfE, 2025)
- PSHE Association Programme of Study
- SCARF Policy Guidance and Planning Documentation
- Equality Act 2010
- Children and Social Work Act 2017
- Education Act 2002
- Academies Act 2010
- Ofsted Education Inspection Framework

This policy should be read alongside:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Anti-Bullying Policy
- Equality Information and Objectives
- Online Safety Policy
- SEND Policy
- Attendance Policy

14. Appendices

Appendix A – SCARF Long-Term Plan

The school's SCARF Long-Term Plan outlines progression across all year groups and demonstrates how statutory Relationships Education, Health Education and wider PSHE education are delivered throughout the primary phase.

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 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 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

Appendix B – SCARF Medium-Term Planning

The school's SCARF Medium-Term Planning documents provide detailed information regarding unit content, lesson objectives and assessment opportunities for each year group.

Appendix C – Science Curriculum Overview

The Science curriculum overview demonstrates how statutory content relating to human development, puberty and reproduction is covered through the National Curriculum.

Appendix D – Assessment and Recording Guidance

Further information regarding:

- KS1 floorbooks;
- KS2 PSHE journals;
- pre- and post-assessment activities;
- SCARF "I can..." statements;

can be found within the school's PSHE overview and assessment guidance documentation.

Policy Review Cycle: Every three years

Policy Lead: PSHE Lead

Line Manager (SLT): Headteacher

Headteacher: Mr Andrew Clarke

Ratified by: Local Governing Body

