POLICY FOR PSHE

(Including statutory Relationships Education and Health Education)

Oaklands Primary Academy

Date: Policy effective from September 2026

Review: September 2027

PSHE Coordinator: Miss Brotherhood

Document Purpose

This policy document sets out the school's aims, principles and strategies for the delivery of the PSHE including statutory guidance for Relationships Education and Health Education in England effective from 1 September 2026.

It will form the basis for the development of PSHE in the school over the next year. It gives guidance on planning, teaching and assessment.

This policy was updated in the Summer Term by the PSHE Coordinator.

Audience

This policy document, having been presented to and agreed upon by the whole staff, is distributed to all members of the teaching and non-teaching staff and the curriculum committee of the Governing Body. It will also be available on the school's shared drive system.

The significance of PSHE

PSHE prepares pupils to participate in the rapidly changing world in which we work and live. Oaklands considers that Relationships Education and Health Education is an important part of the Personal, Social and Health Education (PSHE).
Relationships and Health Education is about the environmental, social and physical aspects of growing up, relationships, human sexuality and sexual health. It aims to give children the essential skills for building positive, enjoyable, respectful relationships to stay safe both on and off-line. It enables pupils to explore their own attitudes and values and build their self-esteem and confidence.

Aims

Our PSHE education, including statutory Relationships Education and Health 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 developing the skills and attributes to negotiate and assert themselves now and in the future.

Oakland'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 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.

Delivery

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.

To ensure that children feel comfortable learning about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics.

Pupils are helped to understand that classroom discussions are conducted respectfully and sensitively; however, staff will follow safeguarding procedures where concerns arise. Teachers 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. Content is carefully sequenced and delivered in an age-appropriate way in accordance with statutory guidance effective from September 2026.

Scheme of Work

The SCARF programme divides the year into 6 themed units:

Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;

1. Valuing Difference: a focus on respectful relationships and British values;
2. Keeping Myself Safe: looking at keeping ourselves healthy and safe
3. Rights and Responsibilities: learning about money, living the wider world and the environment;
4. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
5. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

It is a statutory requirement for primary schools to teach Relationships Education and Health Education. In addition, the National Curriculum for Science includes learning about human development, including conception and birth, in Years 5 and 6.

Oaklands does not currently teach any non-statutory primary sex education beyond the National Curriculum for Science. Therefore, there is ordinarily no right of parental withdrawal. Should this provision change, parents/carers would be informed in line with statutory guidance.

While some themes may naturally overlap, it is important to distinguish between the two areas:

- **Science** lessons focus on the biological aspects of human development, including reproduction and life cycles, as required by the National Curriculum.
- **Relationships Education and Health Education** lessons focus on healthy relationships, wellbeing, personal growth, keeping safe, and understanding the

physical and emotional changes that occur as children grow older, including age-appropriate learning about puberty and menstruation.

Health Education is statutory in state-funded primary and secondary schools in England.

We at Oaklands acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

Relationships Education and Health Education is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects are taught within the science curriculum, and other aspects are included in religious education (RE).

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness. Teaching will include age-appropriate education on online harms, including harmful online content, coercion, manipulation, stereotyping, prejudice, misogynistic behaviour, bullying, image-sharing, consent in digital spaces, AI-generated content, and how to seek help or report concerns
- Being safe

Teachers will make sure that all pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner.

The school will consult with parents/carers when this policy is reviewed and when significant changes are proposed to curriculum content or delivery. Curriculum overviews and relevant materials will be available on our website.

Intent, Implementation and Impact

As we live in an ever-changing diverse society it is vital that children learn about people in their community. Children should be equipped with the skills, knowledge and attributes to prepare them for the wider world.

Intent

At Oaklands we strongly believe that PSHE equips pupils for the wider world. Our well-planned curriculum linked to statutory DFE requirements ensures that children at Oaklands develop these skills. The main objective of PSHE teaching at Oaklands is that children leave us and transition into secondary school successfully and feel comfortable with who they are. Our school ensures that the Relationships Education and Health Education elements of the PSHE education programme are relevant to all pupils; whatever their sex, background, beliefs or personal circumstances. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. Our scheme 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 and Health Education.

The school recognises that pupils and families reflect a diverse range of backgrounds, identities and family structures. Teaching promotes respect, inclusion and understanding. 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.

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 and Health Education.

Implementation

PSHE at Oaklands is taught in well-planned, timetabled lessons. 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.
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.

Impact

Well-planned and taught PSHE lessons have a positive impact. Children will be prepared for the next steps in their lives and the transition to secondary school. Children who can manage their feelings and behaviour are better equipped for learning. Many lessons explicitly promote a growth mindset through activities that help children to develop resilience and a positive attitude.

Resources

All teachers have access to the SCARF scheme of work. These lessons are mapped to the National Curriculum. Staff are supported by half termly units and a long-term mapping tool. Teachers can use Interactive whiteboard resources, lesson plans and worksheets. As PSHE is a lesson where children benefit from more collaborative and discussion-based learning work is recorded in Floor Books which are on display in each classroom.

Cross-curricular

There are many opportunities to link to other subjects such as:

English Spoken Language: SCARF materials provide wide range of opportunities for children to develop and demonstrate their skills relating to the English Spoken Language statutory requirements.

Writing and Composition – There are many opportunities for children to draft and plan their writing by identifying the audience for the purpose of writing and selecting the appropriate form. Children are encouraged to use simple organizational devices such as paragraphs, sub-headings and bullet points.

Mathematics: SCARF lesson plans contribute to the following: Mathematics is essential for everyday life and necessary for financial literacy. Mathematics education provides a foundation for understanding the world and a sense of enjoyment and curiosity about the subject.

Science: Many lesson plans focus on how nutrition, exercise and rest support a healthy body and different life processes. There are lessons on Growing and Changing which have links to science lessons taught in Years 5 and 6.

Computing: SCARF lesson plans contribute to the following: Computing ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Whole school involvement

The school will make this policy available on its website and will provide parents/carers with access to curriculum overviews and, where appropriate, teaching resources.

Assessment

The class teacher assesses each child's progress with reference to the long-term planning tool that covers the DFE requirements. Children are assessed in each half termly unit. Assessment is based on class observations of listening and speaking activities and how well children collaborate with others and teacher questioning.

Special Needs and Classroom Support

Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through

the PSHE education programme. Work in PSHE considers the targets set for individual children in their Learning Plans.

SCARF 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 to meet the learning outcomes.

Equal Opportunities

In keeping with the school policy on Equal Opportunities the teacher will be aware of the differences and individual needs of each child regarding the physical, emotional, behavioural and learning needs, as well as any special abilities and any needs that may arise as a result of race or gender.

Drugs, Alcohol and Tobacco

Our robust planning covers issues surrounding drugs, alcohol and tobacco. The lessons are structured so that the content is age appropriate and builds on prior learning. The lessons on drugs, alcohol and tobacco are covered in the 'Keeping Myself Safe' unit. In Year 3 the children learn about drugs and their risks, in year 4; understanding the norms of drug use (cigarette and alcohol use). In year 5; norms around use of legal drugs (tobacco, alcohol) and in Year 6; drugs: norms and risks (including the law).

Health and Safety

Health and safety arrangements are in line with the school policy.

Role of the PSHE Coordinator

- Implement the delivery of the PSHE curriculum, including statutory Relationships Education and Health Education.
- Ensure the delivery of high-quality lessons.
- Manage the provision and deployment of the resources
- Bid for and manage the budget for this curriculum area
- Provide advice about the Relationships Education and Health Education policy
- Liaise with classroom teachers and senior management to keep them informed of latest developments and pass on assessment data
- Monitor and review the provision within the school
- Keep up-to-date professionally, through reading and attending local network meetings.

Sources of Further Information

This policy has drawn on:

- Creating a PSHE education policy for your school, The PSHE Association (September 2018)
- Sex and Relationships Education (SRE) for the 21st Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance' (July 2025)
- PSHE Association 'Writing and updating your school's Relationships and Sex Education (RSE) Policy' (October 2025)
- DfE 'Keeping Children Safe in Education' (September 2025)
- Ofsted Education Inspection Framework (November 2025)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (September 2026)

This policy should be read in conjunction with the following:

- School's own Safeguarding/Child Protection policy (inc. responding to disclosures)
- School's own Confidentiality policy
- School's own Anti-bullying policy
- School's own Equality, diversity and inclusion policy

Useful resources/Appendix

Note: links to these resources are referenced earlier in this template guidance. Documents from the SCARF website are subject to copyright but can be shared with parents in an appendix within this policy. However please note that logins to the SCARF resources is strictly limited to staff within school. Sharing logins with parents is not permitted.

SCARF – policy and planning: templates, guidance, curriculum mapping and assessment tools (available online).

Coram Life Education Online Teaching and Learning Training Film Clips and RSE Guidance Document: supports schools in organising and delivering RSE with confidence. Available as part of the SCARF online comprehensive Relationships Education and Health Education curriculum resources: https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacher-resources-guidance-documents-and-training-films (password protected).

PSHE Association PSHE Policy Guidance
https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-pshe-education-policy-your-school (members only)

"Kindness is a language that the deaf can hear and the blind can see."

Mark Twain