



# Holyoakes Field First School

## Personal, Social, Health, Relationships and Economic Policy (PSHRE)

Incorporating Relationships & Sex Education (RSE)

Author: Francesca Hughes  
Approved by LGB: March 2023  
Date of next review: March 2026

## PSHRE Education Policy

*'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way' (DfE 2019)*

### **How this policy was developed:**

This policy was written and developed in consultation with parents, teachers and other school staff, governors and the pupils at Holyoakes Field First School. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all our pupils. It has been approved by the school's governing body.

### **Legal requirements of schools:**

It is now a statutory requirement for primary schools to deliver Relationships Education. At Holyoakes Field, we acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and have compiled a policy that not only covers the statutory content but all aspects of our Personal, Social, Health Economic (PSHE) education provision.

At Holyoakes Field, we will focus on the 'relationships' and 'health' element of the RSE curriculum, which is statutory for primary schools based on the latest publication from the DfE. This will include age-appropriate content around recognising parts of their body, how their bodies change and how to keep themselves safe.

### **What Personal, Social, Health and Economic (PSHE) education (including Relationships Education) is:**

Our PSHE education, including statutory Relationships 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 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 school's wider 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.

**How PSHE education, including Relationships Education, is provided and who is responsible for this:**

At Holyoakes Field First School we use SCARF, a comprehensive scheme of work for PSHE and wellbeing education. An overview of SCARF can be found in our appendices. It covers all of the DfE's statutory requirements for Relationships Education and Health 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. The children are also consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme.

Our PSHE subject lead, 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 half-termly units provided by SCARF for each year. Lessons are taught as discrete PSHE lessons, but can be cross curricular when appropriate. 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 through the SCARF 'I can...' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge.

### **What is being taught**

The SCARF overview can be found in the appendices, which includes the content for all year groups across school.

#### **Early Years Foundation Stage - Reception and Nursery**

In the Early Years, PSHE education is about making connections; it's strongly linked to child-led activities, including play. 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 a small group, class or whole-school activities.

## **Key Stage One and Two – Year 1-4**

The SCARF programme divides the content for each year group 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.

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.

The Science Curriculum also links to the RSE content of the PSHE Curriculum. 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.

### **How PSHE education, including Relationships Education, is taught:**

PSHE lessons are taught by their class teacher once a week in their timetabled PSHE lesson, throughout the whole year, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment. The teachers will also use a range of skills, to ensure the children feel able to express their thoughts and opinions, closely linked in to the Thrive Approach. Teachers will answer children's questions factually and honestly in an age appropriate way and respond to any disclosures following the schools safeguarding procedures and policy.

### **How PSHE education is monitored, evaluated and assessed:**

At Holyoakes Field, monitoring and assessing learning within PSHE is carried out in a variety of ways. After each session and at the end of a unit, class teachers consider a range of 'I can' statements, which summarise children's learning against the unit's key learning outcomes. We also encourage children to reflect personally on their learning. They can record what they found helpful, thought-provoking, challenging and where their learning might take them to next. This also plays a key role in helping us to evaluate the programme.

The monitoring of the standards of children's work and 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. The PSHE subject lead allocates regular monitoring time, enabling them to review evidence of the children's work, gather pupil voice and monitor any areas of development.

### **How the delivery of the content will be made accessible to all pupils:**

At Holyoakes Field, we strongly believe that all children have a right to a broad and balanced curriculum and that the aspects of personal and social development that are taught as part of the PSHE curriculum are as important to all pupils as their academic achievement and contribute to it. Lesson plan content is adapted where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. 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 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. 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.

## Appendix 1 - PSHRE Curriculum Overview

Subject: PSHRE	Autumn Term		Spring Term		Summer Term	
Year Group	Me and my Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being my Best	Growing and Changing
<b>Nursery</b>	Feelings Special People	Recognising similarities and differences Caring for others	Asking for help Staying safe at home	Looking after: myself, others, my environment	Making healthy choices Growth Mindset	Seasons Growing up Girls, boys and families
	<ul style="list-style-type: none"> <li>I can share my feelings with others.</li> <li>I can name the important people in my life (including those who look after me).</li> <li>I can talk about what my strengths are (what I'm good at) and what I enjoy.</li> </ul>	<ul style="list-style-type: none"> <li>I can tell you how I am the same or different to my friend.</li> <li>I can tell you something good about being different.</li> <li>I can be kind and help my friends.</li> </ul>	<ul style="list-style-type: none"> <li>I can tell you who I can ask for help.</li> <li>I can tell you some dangers and how I keep myself safe from them.</li> <li>I can tell you what is safe and unsafe for me to touch and use.</li> </ul>	<ul style="list-style-type: none"> <li>I can make some healthy choices.</li> <li>I can help my family and friends.</li> <li>I can make caring choices for my world.</li> </ul>	<ul style="list-style-type: none"> <li>I can choose a healthy snack and activity.</li> <li>I can keep trying.</li> <li>I can listen to my friends and take turns.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe the different seasons.</li> <li>I can talk about how babies and animals grow.</li> <li>I can tell you how boys and girls can be different or the same.</li> </ul>
<b>Reception</b>	What makes me special People close to me Getting help	Recognising and respecting difference Showing kindness	Asking for help Keeping healthy Staying safe around medicines	Looking after things: friends, environment, money	Keeping my body healthy - food, exercise, sleep Growth Mindset	Life cycles Girls and boys - similarities and difference
	<ul style="list-style-type: none"> <li>I can recognise and be sensitive to the differences of others.</li> <li>I can name people who help me and describe ways to help others.</li> <li>I can talk about feelings and what can cause them.</li> <li>I can tell you which trusted adults I can ask for help.</li> </ul>	<ul style="list-style-type: none"> <li>I can celebrate our differences.</li> <li>I can talk about my family life.</li> <li>I can listen and be polite to what others tell me about their lives.</li> <li>I can be kind, caring and helpful to others.</li> <li>I can show good listening.</li> </ul>	<ul style="list-style-type: none"> <li>I can tell you what my body needs to stay healthy.</li> <li>I can make safe decisions around medicines and things I don't know.</li> <li>I can name some things that can be dangerous inside and outside.</li> <li>I can tell you what is safe to play online</li> </ul>	<ul style="list-style-type: none"> <li>I can help my family.</li> <li>I can help to clean and tidy my home and classroom.</li> <li>I can tell you some ways to look after our world.</li> <li>I can be kind to friends and others.</li> <li>I can talk about looking after money.</li> </ul>	<ul style="list-style-type: none"> <li>I can keep trying if the way I choose doesn't work.</li> <li>I can talk about the different types of feelings we have.</li> <li>I can have a go at something new.</li> <li>I can make my own healthy food choices.</li> <li>I can make healthy sleep and exercise choices.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe the life cycle of an animal.</li> <li>I can describe how a baby grows to an adult and what they might need.</li> <li>I can tell you some things about how babies grow.</li> <li>I can tell you the names for my body parts.</li> </ul>

	<ul style="list-style-type: none"> <li>I can help a friend if they are sad or worried.</li> </ul>		<p>and who to talk to if I feel worried.</p> <ul style="list-style-type: none"> <li>I can name the adults who keep me safe and when I might need their help.</li> </ul>			<ul style="list-style-type: none"> <li>I can tell you the PANTS rule.</li> </ul>
<b>Year 1</b>	<p>Feelings Getting help Classroom rules Special people Being a good friend</p>	<p>Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help</p>	<p>How our feelings can keep us safe - including online safety Safe and unsafe touches Medicine Safety Sleep</p>	<p>Taking care of things: Myself My money My environment</p>	<p>Growth Mindset Healthy eating Hygiene and health Cooperation</p>	<p>Getting help Becoming independent My body parts Taking care of self and others</p>
	<ul style="list-style-type: none"> <li>I can name different feelings and how they might make me behave.</li> <li>I can suggest ways of dealing with 'not so good' feelings and how to help others.</li> <li>I can recognise when I need help and who to ask.</li> <li>I can listen to others and wait my turn to speak.</li> </ul>	<ul style="list-style-type: none"> <li>I can say ways in which people are similar as well as different.</li> <li>I can say why things sometimes seem unfair, even if they are not to me.</li> <li>I can talk about what bullying is.</li> <li>I can say ways to show kindness towards others.</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about the things my body needs to stay well (exercise, sleep, healthy foods)</li> <li>I can say what I can do if I have strong, but not so good feelings, to help me stay safe</li> <li>I can say 'no' to unwanted touch and ask for help from a trusted adult.</li> <li>I can say when medicines can be helpful or might be harmful.</li> <li>I can tell you how to stay safe around medicine.</li> </ul>	<ul style="list-style-type: none"> <li>I can wash my hands correctly.</li> <li>I can name ways to look after my home and school.</li> <li>I can look after a special person or thing.</li> <li>I can tell you some things that money is spent on.</li> <li>I can get help if someone has hurt themselves.</li> </ul>	<ul style="list-style-type: none"> <li>I can choose a healthy meal with different food groups.</li> <li>I can be persistent when learning a new skill.</li> <li>I can name a few different ideas of what I can do if I find something difficult.</li> <li>I can help my friends when they fall out.</li> <li>I can explain why praise helps me to keep trying.</li> </ul>	<ul style="list-style-type: none"> <li>I can tell you some things that babies need.</li> <li>I can tell you what I can do now that I couldn't do as a toddler and some things that I am still learning to do.</li> <li>I can talk about how safe secrets and surprises make me feel and who to talk to if I am worried.</li> <li>I can name the body parts girls and boys have that are the same and which body parts are different.</li> <li>I can name the adults I can talk to at home and school if I need help.</li> </ul>
<b>Year 2</b>	<p>Bullying and teasing Our school rules about bullying Being a good friend</p>	<p>Being kind and helping others Celebrating difference People who help us</p>	<p>Safe and unsafe secrets Appropriate touch Medicine safety</p>	<p>Cooperation Self-regulation Online safety</p>	<p>Growth Mindset Looking after my body Hygiene and health Exercise and sleep</p>	<p>Life cycles Dealing with loss Being supportive Growing and changing</p>



	Feelings/self-regulation	Listening Skills		Looking after money - saving and spending		Privacy
	<ul style="list-style-type: none"> <li>• I understand we have different ways to express our feelings.</li> <li>• I can express my feelings in a safe, controlled way.</li> <li>• I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me.</li> <li>• I can tell someone how they are making me feel.</li> <li>• I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend.</li> </ul>	<ul style="list-style-type: none"> <li>• I can be respectful of those who are different to me.</li> <li>• I can describe how someone can change someone's feelings.</li> <li>• I can tell you why it is important to show good listening to people who think differently to me.</li> <li>• I can name and suggest strategies to someone who feels left out.</li> <li>• I can be kind and use kind words to my friends.</li> </ul>	<ul style="list-style-type: none"> <li>• I can keep myself safe around medicines. I can explain that they can be helpful or harmful, and say how they can be used safely.</li> <li>• I can say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping myself and others safe.</li> <li>• I can say what I do and don't like and who to ask for help.</li> <li>• I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.</li> <li>• I can give examples of touches that are ok or not ok (even if they haven't happened to me)</li> <li>• I can identify a safe person to tell if I felt 'not OK' about something.</li> </ul>	<ul style="list-style-type: none"> <li>• I can make choices that help me play and work well with others.</li> <li>• I can use some strategies when I feel upset or angry.</li> <li>• I can ask for help from a trusted adult.</li> <li>• I can name some ways I can look after my environment.</li> <li>• I can make choices with money.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain what happens when I learn something new.</li> <li>• I can explain how setting a goal or goals will help me to achieve what I want to be able to do.</li> <li>• I can explain how hand hygiene stops virus' and germs from spreading.</li> <li>• I can give examples of what I can do and give to my body to stay healthy.</li> <li>• I can name different parts of my body that are inside me and help to turn food into energy.</li> </ul>	<ul style="list-style-type: none"> <li>• I can give support to a friend.</li> <li>• I can describe feelings of loss and suggest what someone can do if a friend moves away.</li> <li>• I can describe the stages of growth I have been through and what I look forward to in my future.</li> <li>• I can talk about keeping private parts private.</li> </ul>
<b>Year 3</b>	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies Keeping safe Safe and unsafe secrets

	<ul style="list-style-type: none"> <li>• I can communicate my feelings and use this to try to manage my emotions.</li> <li>• I can collaborate with a team to achieve a goal.</li> <li>• I can accept I may not always agree with others.</li> <li>• I can listen and share my opinions respectfully.</li> <li>• I can say why friends may fall out and how they can make up.</li> <li>• I know how to look after my friends and stay friends.</li> </ul>	<ul style="list-style-type: none"> <li>• I can give examples of different types of family. I respect these differences.</li> <li>• I can give examples of different community groups and what is good about having different groups.</li> <li>• I can use respectful language and communication skills when discussing with others.</li> <li>• I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.</li> <li>• I can name and use the different qualities needed for people from a diverse range of backgrounds need in order to get on together.</li> <li>• I can suggest ways to deal with bullying and prejudice.</li> </ul>	<ul style="list-style-type: none"> <li>• I can say what I could do to make a situation less risky or not risky at all.</li> <li>• I can demonstrate strategies for dealing with a risky situation</li> <li>• I can identify some key risks from and effects of cigarettes and alcohol.</li> <li>• I can give examples of strategies for safe browsing online.</li> <li>• I can identify personal information and when it is not appropriate or safe to share this. I can get help when an unsafe situation online occurs.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify people who help me in different ways.</li> <li>• I can spot 'facts' and 'opinions' to help me share ideas.</li> <li>• I can make a plan.</li> <li>• I can choose a method.</li> <li>• I can identify different times and reasons to spend money.</li> <li>• I can give examples of how people earn money.</li> </ul>	<ul style="list-style-type: none"> <li>• I can choose foods that make a balanced meal.</li> <li>• I can explain how washing hands can prevent infections spreading.</li> <li>• I can describe how food, water and air get into the body and blood.</li> <li>• I can set goals and make a plan to develop a new skill.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain what body space is and how it feels when someone is too close to me.</li> <li>• I can tell you some of the different relationships I have.</li> <li>• I can tell you what qualities a healthy positive relationship has.</li> </ul>
<b>Year 4</b>	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes Managing difficult feelings Relationships including marriage

	<ul style="list-style-type: none"> <li>• I can talk about how feelings change and be different for others.</li> <li>• I can read different emotions by a person's body language.</li> <li>• I can say 'no' in a calm and controlled way.</li> <li>• I can name some qualities or strategies that help team work. I am aware of others and their needs when working together</li> <li>• I can say what to do if I am, or a friend is, hurt or bullied by another person.</li> <li>• I can recognise the qualities of a healthy relationship.</li> </ul>	<ul style="list-style-type: none"> <li>• I can say how differences sometimes cause conflict but can also be something to celebrate.</li> <li>• I can begin to manage conflict by using negotiation and compromise.</li> <li>• I can suggest strategies for dealing with someone who is behaving aggressively.</li> <li>• I can demonstrate ways of showing respect to others' differences.</li> <li>• I can explain why it's important to challenge stereotypes that might be applied to me or others.</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate strategies for dealing with a risky situation</li> <li>• I can give examples of people or things that might influence me to take risks and make decisions.</li> <li>• I can give reasons for why most people choose not to smoke, or drink too much alcohol.</li> <li>• I can explain what might happen if people take unsafe or inappropriate risks.</li> <li>• I can identify images that are safe or unsafe to share online.</li> </ul>	<ul style="list-style-type: none"> <li>• I can name some responsibilities and rights that I have.</li> <li>• I can share ideas and make decisions that affect others.</li> <li>• I can give my own opinion based on facts, opinions and other influences.</li> <li>• I can give examples of how I can support others as a bystander.</li> <li>• I can explain how others have a financial responsibility to their families and community.</li> <li>• I can give examples of choices and decisions with money that will affect me.</li> </ul>	<ul style="list-style-type: none"> <li>• I can say how being unique makes everyone special, different and valuable.</li> <li>• I can give examples of choices I make and the choices others make for me.</li> <li>• I can plan a healthy, balanced meal.</li> <li>• I can give examples of the ways people can look after their physical and mental wellbeing.</li> <li>• I can give different examples of some of the things that I do already to help look after my environment.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe how change can make a person feel (both negative and positive).</li> <li>• I can talk about the changes my body has been through already and understand it will change further in the future</li> <li>• I can explain why some people choose to get married, have a civil ceremony or live together.</li> </ul> <p>Recap prior knowledge from previous years relating to growing and changing</p>
--	--	---	---	--	---	---