



Heritage Coast Federation

PSHE and RSE Policy



Written/reviewed by	Approved by	Date of Approval	Version Approved	Next Review Date
Sophie Jenkinson/Helen Thompson	Governors	21.3.23	Version 1	
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Our School Vision

We believe in developing confident learners through a nurturing child centred approach with community at the heart of all we do. With our values of hope, community, trust and respect we will enable each child to flourish and succeed within our secure, caring Christian family.

“Flourish, succeed, let your light shine.”



“In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven.”

Matthew 5:16

Our School Values underpin our PSHE policy



Trust

“Trust in the Lord with all your heart” Proverbs 3:5-6

The Bible teaches us that God is good, powerful and wise; he loves everyone more than they can imagine. He has made a way for everybody everywhere to become close friends with him he will never leave those who trust in him on their own. Our behaviour policy is built on the foundations of trust, dignity and respect for our children. Children are trusted to ‘do the right thing’ and staff are equally trusted to offer fair, dignified treatment for all children. At The Heritage Coast Federation, we establish environments and relationships based on trust to treat each other as we would wish to be. Furthermore, children trust that their problems are dealt with, their voices heard and they can see things improved and supported for them.



Community

“All the believers were one in heart and mind” Acts 4:32

Community is at the heart of everything we do at The Heritage Coast Federation. It is about belonging, shared responsibility and caring for one another. Our Christian foundation reminds us that we are all part of one body, and that unity and compassion should shape our daily lives. The members of our school family are interdependent: all are needed and valued and each person is important to the whole. We are working together to ensure all feel included and valued. We, at The Heritage Coast Federation, believe the value of community encompasses our other values of hope, trust and respect. We teach our pupils that community is built on the small acts of kindness and inclusion that make others feel seen and valued. Whether in class, on the playground or beyond the school gates, we encourage children to look out for one another, celebrate each other’s successes, and stand up for what is right.

The Church of England Vision for Education emphasises educating for community and living well together. This principle underpins our relational approach to behaviour, where repairing harm, rebuilding trust and restoring peace are central. We aim to create a school where every child, regardless of background or ability, knows they are a vital and valued part of our shared journey.



Hope

**“Those who hope in the Lord will renew their strength.”
Isaiah 40:31**

Hope is a powerful force for resilience and growth. True hope is much more than a general idea that things will get better. It is more than a belief in progress, which sees the world and people getting better all the time, growing away from violence, ignorance and confusion. At The Heritage Coast Federation, we teach children that hope can be found even in life’s challenges. It helps them believe that their efforts will lead to progress, that change is always possible, and that brighter days are ahead.

Hope means holding on to the belief that every child has the capacity to learn from mistakes, restore relationships and grow into the person they are meant to be. The Church of England Vision for Education speaks of nurturing “hope and aspiration,” which is central to our

behaviour approach. Children are given opportunities to start again, to be heard, and to build trust.

We understand that for some children, hope may be hard to hold onto because of past experiences or unmet needs. As a school, we hold hope on their behalf—offering them safety, connection, and the consistent message that they are not defined by their behaviour, but by their potential.



Respect

“In everything, do to others what you would have them do to you. . . .” Luke 7:12

Respect has different meanings but all play a part in how Christians value themselves and the lives of others. Respecting those that love and care for us, our parents, carers and those in the local community is an important value at The Heritage Coast Federation. We should appreciate what is done for us, finding cooperation not conflict and take responsibility. The Church of England Vision for Education outlines a desire for children to be educated with dignity and respect. This is a key driver for this behaviour policy, as we believe that children deserve both dignity and respect when learning about behaviour. In turn, respect for all adults within the school community is promoted. We recognise that for some children, there could be a number of barriers to positive behaviour and it is our role as a school to identify these and implement strategies to remove these.

1. How this Policy was developed

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

2. Legal requirements of schools

It is a statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born.

Health Education is also statutory in all schools¹.

We at The Heritage Coast Federation acknowledge that under the Education Act 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.

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

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex 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, thus being confident to move into the wider world after their education at The Heritage Coast Federation. 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 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.

4. How PSHE education, including Relationships Education, is provided and who is responsible for this

At The Heritage Coast Federation, we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education alongside the My Happy Minds and My Happy Minds Plus Programmes. An overview of SCARF can be found in our appendices², and a personalised school SCARF programme is on our school website³. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex 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 suggested half-termly units of both programmes and adapt the scheme of work where necessary to meet the local circumstances of our school; for example, we may use our local environment as the starting point for aspects of our work, or national occasions such as Children's Mental Health Week, Anti-Bullying Week etc. The School Council, alongside other pupils, are consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme.

² SCARF long term planning document <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/policy-and-planning>

³ PSHE and RSHE at The Heritage Coast (Statement of Intent, Implementation and Impact) https://heritagecoastfederation.org.uk/documents/%5B828094%5DUpdated_PSHCE_and_RSHE_at_The_Heritage_Coast_Federation.22-23.pdf

Our PSHE subject leader, works in conjunction with teaching staff in each year group across all phases (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 suggested half-termly units provided by My Happy Minds Plus and SCARF for each year. Lessons can be a weekly standalone PSHE lesson or be cross-curricular. 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 My Happy Minds Plus and SCARF as our PSHE resource because the lessons build upon children's prior learning, and the spiral curriculum works well with our mixed-age year groups; 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 schemes of work, so that children are increasingly and appropriately challenged as they move up through the school. Assessment is completed by the class teacher using the Pre- and Post- Assessment tool, found in each unit of work: This tool enables the teacher and the child to see the progress that has been made over the course of each half-termly unit of lesson plans. This specially designed pre and post-unit assessment activity is conducted twice, this first determines the baseline; it's then repeated at the end of the unit, enabling the teacher to monitor progress, record key points and identify areas for further development. These assessments can also be compared against the SCARF Success: 'I can...' statements that work alongside the half-termly units.

5. What is being taught

In the appendices can be found the SCARF medium term planning for both Key stage 1 and 2 and the Early Years Foundation Stage⁴ as well an overview of the Science programmes of study⁵. For a more in-depth look, please look at our school website.

The Early Years Foundation Stage

In the Early Years Foundation Stage, 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 members of a small group or occasionally during whole-school activities.

KS1 and KS2

The SCARF programme divides the year 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 Safe: looking at keeping ourselves healthy and safe
4. Rights and Respect: learning about money, living the wider world and the environment;

⁴ SCARF medium term planning documents <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/policy-and-planning>

⁵ Relationships and Sex Education can also be found within National Curriculum Science

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.

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. 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.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Y6 children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

Alongside the SCARF scheme of work to deliver Relationships and Sex Education, we also use Busy Bodies, a complimentary programme supported by North Yorkshire County Council, which is delivered explicitly to UKS2.

6. 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 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 to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. The teachers will also use a range of skills, including distancing techniques and an anonymous question box, as well as an anonymous 'Worry Monster' available in each classroom. 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, which can be found on our school website.⁶

Support is provided to children experiencing difficulties on a one-to-one basis, via class teachers, or SLT. Relevant leaflets, websites and posters can be found on display referring pupils to sources of help and advice, alongside suitable books which can be found in the library.

⁶ https://heritagecoastfederation.org.uk/key_information/policies/policies.html

7. How PSHE education is monitored, evaluated and assessed

We use the following methods of monitoring and assessing learning within PSHE at The Heritage Coast Federation:

Progress

For each of the we carry out a specially designed pre- and post-unit assessment activity. Conducted twice, first at the beginning of the unit to determine where the children are at; and then again at the end of the unit, enabling us to monitor progress, record key points and identify areas for further development. This enables both teacher and child to see what progress has been made over the course of each half- termly unit of lesson plans.

Success

At the end of a unit we consider a range of 'I can' statements, which summarise children's learning against the unit's key learning outcomes. While this encourages children to reflect personally on their learning, it also allows the class teacher to evaluate the programme and its effectiveness.

Through these methods of assessment, the teacher can make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year, as well as logging progress on our school's tracking 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 education subject lead gives the head teacher an annual report in which teaching and learning of the subject is evaluated. Areas for development are also identified. The PSHE education subject lead has specially-allocated management time, enabling them to review evidence of the children's work and monitor any assessments made.

My Happy Mind:

Alongside SCARF, at the Heritage Coast Federation, we follow the My Happy Mind programme across school. We enable our children to understand the science behind their thoughts and behaviour processes. We aim to give them the skills and knowledge to support their mental wellbeing and self-regulation. It teaches preventative habits that support positive mental health, resilience and self-esteem. All of the concepts taught are based on science and research and grounded in neuroscience and positive psychology. Learning is progressive with the My Happy Mind programme in a spiral curriculum model. My Happy Mind lesson materials are available for review by parents/carers on request.

The key concepts:

Meet Your Brain:

This module helps children to understand how their brain works and how to look after it when they are feeling sad, scared or worried. They will learn all about neuroplasticity. •

Celebrate:

This module is all focussed on building children's self-esteem. Children will learn about five character strengths that make them unique and special and will spot these in themselves and others.

Appreciate:

This module is all about children showing gratitude and how this can make us feel amazing.

Relate:

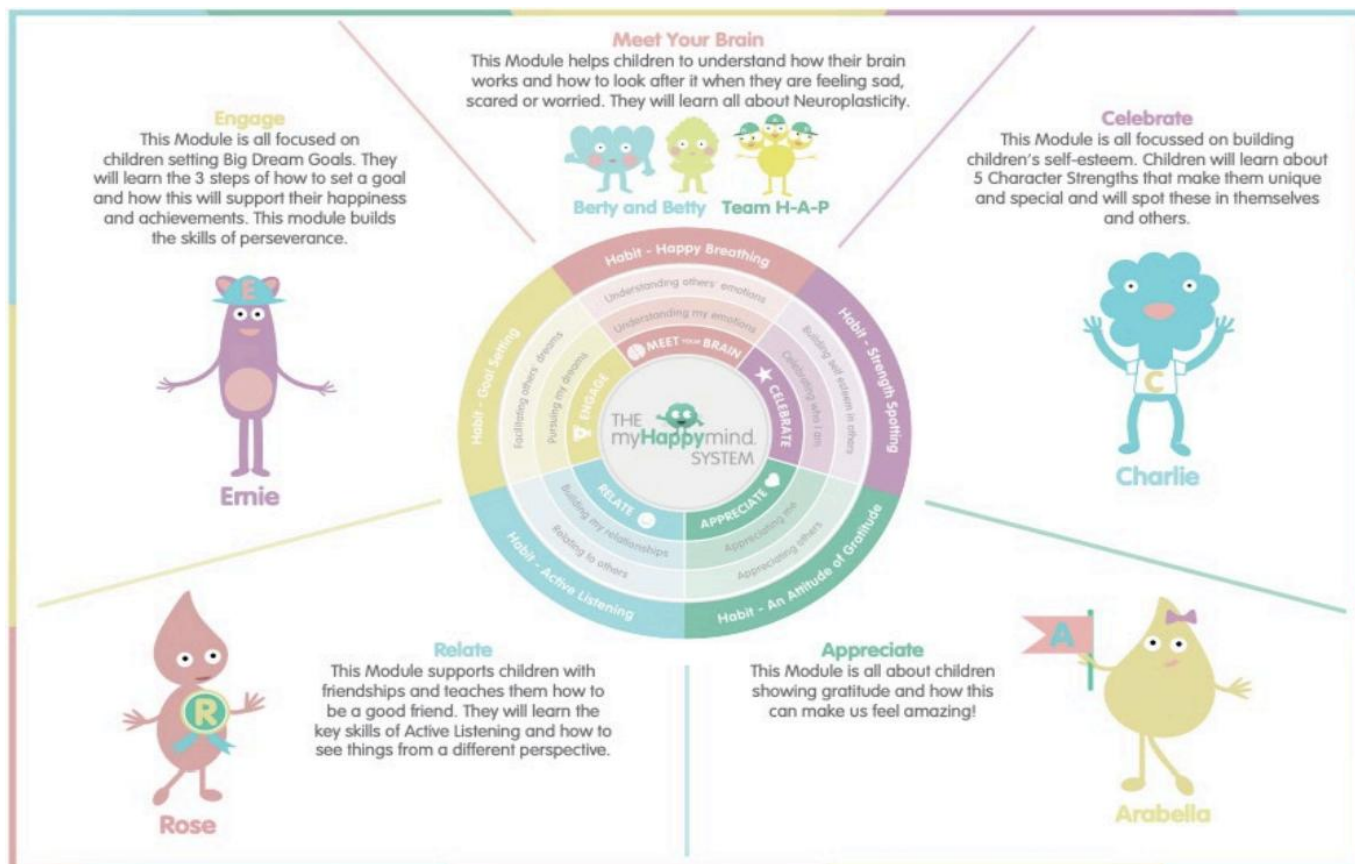
This module supports children with friendships and teaches them how to be a good friend. They will learn the key skills of active listening and how to see things from a different perspective.

Engage:

This module is all focussed on children setting Big Dream Goals. They will learn the three steps of how to set a goal and how this will support their happiness and achievement. This module builds the skills of perseverance.

My Happy Mind helps children to:

- Feel happier;
- Know what to do when they feel worried or stressed;
- Improve their focus and learn more;
- Achieve more of the goals that they set for themselves;
- Develop better relationships with friends and families;
- Feel great about who they are and have positive self-esteem.



8. How the delivery of the content will be made accessible to all pupils

It is not our school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social

development are as important to all pupils as their academic achievement, and contribute to it. 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 takes into account the targets set for individual children in their personalised Graduated Approach.

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 ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils, whatever their gender identity. 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. This will also ensure any child that identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.

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.

Research shows that, on average, about 4% of pupils will go on to define themselves as gay, lesbian, bi-sexual or pansexual (GLBP). It is possible that some pupils will also have GLBP parents/carers, brothers or sisters, other family members and/or friends. 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.

Please request to see the school's policy on anti-bullying, equality, diversity and inclusion for further information. Policies can also be found on The Heritage Coast website⁷.

9. Parental concerns and withdrawal of students

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.

Before granting a request to withdraw a child/ren, the head teacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that

⁷ https://heritagecoastfederation.org.uk/key_information/policies/policies.html

should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

It is statutory for our school to show parents examples of the resources we plan to use. We will provide opportunities for parents to view examples through class/year group meetings either face to face or virtually. Ongoing communication with parents about what is planned to be taught and when, will be provided through termly letters available on the school website and Class Dojo. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about its own family's values in regards to relationships and sex alongside the information they receive at school.

10. Dissemination of the Policy

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office. Should the policy be required in other languages, please contact the school office.

Should further information about PSHE education be required, please contact the PSHE education lead, Sophie Jenkinson, or the Executive Headteacher, Helen Thompson.

11. Policy Review and Development Plan

The policy will be reviewed every three years, in consultation with parents, teachers and other school staff, governors and pupils.

12. Sources of Further Information

This policy has drawn on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019, Updated Sept 2021)
- Creating a PSHE education policy for your school, The PSHE Association
- PSHE Association

This policy should be read in conjunction with the following:

- Safeguarding policy
- Confidentiality policy
- Anti-bullying policy
- Equality, diversity and inclusion policy
- DfE 'Keeping children safe in education' (2025)

Useful resources/Appendix

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

<https://www.coramlifeeducation.org.uk/scarf>

The Heritage Coast Federation

PSHE and RSHE at The Heritage Coast Federation (Statement of Intent, Implementation and Impact)

https://heritagecoastfederation.org.uk/documents/%5B828094%5DUpdated_PSHCE_and_RSHE_at_The_Heritage_Coast_Federation.22-23.pdf

List of other appropriate policies to read in conjunction with this policy can be found at The Heritage Coast Federation website:

https://heritagecoastfederation.org.uk/key_information/policies/policies.html

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)

The Sex Education Forum RSE Policy Guidance

<https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance>

The PSHE Association assessment guides for key stage 1-2 explain how PSHE teachers can use an ipsative model of assessment in PSHE education, and describe a wide range of methods available to assess progress, with accompanying examples from real classrooms.

<https://www.pshe-association.org.uk/system/files/Primary%20assessment%20guide.pdf>