



Intack Primary School: RSE Policy

Policy Status: Final

Date of Creation: 14th October 2025

Date of Review: October 2026

Reviewer: Headteacher and Governors' Committee

Next Review Date: October 2026

Introduction

This policy covers our school's approach to promote the spiritual, moral, cultural, mental and physical development of all pupils. It also prepares the children at our school for the opportunities, responsibilities and experiences of later life. The needs of all the children, regardless of their ethnicity, religion, gender, age, ability or aptitude will endeavoured to be met. We will encourage the children to make open and consistent relationships where pupils will be confident and treat each other with mutual respect.

This policy was produced by Mrs Millner, who is the lead for PSHE and RSE across school. All staff members have access to a copy of the RSE policy and, where appropriate, training will be given. Copies are available from the school office on request. The policy will also be accessible on the school website.

Legal requirements

It is now 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 .

Health Education is also statutory in all schools



At Intack Primary school, we 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.

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.

Our 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 entire school's curriculum and culture. Our 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 acknowledge 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 Intack school we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. It covers all of the DfE's new 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. Mrs Millner is responsible for the subject across school and works closely with all class teachers to ensure that they have the appropriate training and resources required to deliver the sessions.

We follow the six suggested half termly units 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.

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.

What is being taught

The programme of study can be found under the PSHE subject page on our school website. .

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 will 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. 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. At Intack Primary School, we only choose to teach the statutory elements of the RSE curriculum.

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, using a range of interactive teaching methods, e.g. activity sheets, films, songs, drama and real life examples.

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. Our puberty workshops are delivered by a qualified SCARF consultant and the boys and girls in Year 5 and 6 are taught in same sex groups. The content of these workshops is shared with parents each September.

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

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.

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. We base our teaching on our knowledge of the children's level of attainment and their prior knowledge and understanding. Our primary focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with Special Educational Needs and / or Disabilities (SEND) we give due regard to information and targets contained in the



children's individual SEND Support. We strive to meet the needs of all of our children, to ensure that we meet all statutory requirements related to matters of education. We have high expectations of all children, and we encourage all pupils to produce work of the highest possible standard.

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. 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.

How will parents and carers be involved?

We acknowledge that the most powerful relationships is collaboration between school and home. We are committed to working with parents and carers. Parents and carers of Year 5 children will be invited to a meeting in September where they can access the content of our puberty workshops, meet our SCARF teacher and ask any questions that they may have,

How will children who are thought to be 'at risk' be supported?

As a school, we will be sensitive to the needs and experiences of individuals. We will always work within the school's policies on safeguarding and confidentiality. Our pupils will be kept aware of sources of support both inside and outside of school. We endeavour to deliver a safe learning environment that helps pupils to share feelings, explore values and attitudes, express opinions and consider those of others without attracting negative feedback.