Oak Hill Alderton CE Primary School

Relationship and Sex Education and Health Education Handbook

(including Personal, Social and Health Education handbook)

In love, we learn, grow and flourish

Let all that you do be done in love. – 1 Corinthians 16:14

In love, we do all we can to support all members of Oak Hill to learn both inside and outside of the classroom. Our teaching and support allows the children to grow and the support and care helps the children flourish.

Signed: *Jade Attwood, Headteacher*	*Chair of LAB names:* *Emma Desjardins*
Date: April 2026	*Review date April 2027*

Vision and Ethos

At Oak Hill CE Primary School, our vision **"In love, we learn, grow and flourish"** shapes every aspect of our Relationships and Sex Education (RSE), Health Education and PSHE curriculum. We believe that children thrive when they feel loved, valued and supported, and when they are encouraged to grow into the people God created them to be. As a Church of England school, we nurture a community built on compassion, respect and dignity, where every child is recognised as unique and precious. Through the SCARF framework—Safety, Caring, Achievement, Resilience and Friendship—we help children develop the character, confidence and wisdom they need to flourish academically, socially, emotionally and spiritually. Our curriculum reflects the Church of England's *Valuing All God's Children* guidance and the statutory DfE requirements, and it is rooted in our commitment to helping every child live out our vision in their daily lives.

At Oak Hill we use SCARF, a comprehensive scheme of work for PSHE and RSE. 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.

Aims of the Curriculum

The curriculum aims to ensure that all children develop healthy, respectful relationships grounded in kindness, empathy and love.

The curriculum aims to ensure all children:

- Develop healthy, respectful relationships grounded in kindness and empathy
- Understand how to keep themselves safe in a range of contexts
- Build resilience, confidence and emotional literacy
- Learn about physical and mental health, including healthy lifestyles
- Understand personal boundaries and bodily autonomy
- Develop a positive sense of identity and self-worth
- Are prepared for the changes of puberty
- Learn to make informed, responsible decisions
- Understand diversity and value difference

What is Personal, Social, Health and Economic education including Relationships and Sex Education and Health Education?

Our PSHE education, including statutory RSHE, 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.

Definition of Relationships and Sex Education and Health Education (RSHE)

Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.

Health Education is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices. Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science. Children learn about the emotional, social and physical aspects of growing up as well as learning about relationships, consent, sexual health and human sexuality. RSHE, within PSHE aims to give children essential skills for building positive, respectful and non-exploitative relationships and the skills and knowledge to stay safe, both on and off line. It enables pupils to explore their own and others' attitudes and values and builds their self-esteem and confidence to view their own identity positively. RSE is not about the promotion of sexual activity

Statutory Requirements

Relationships Education is statutory in all primary schools and includes learning about families, friendships, respect, online behaviour and personal safety. Health Education is also statutory and covers mental wellbeing, internet safety, physical health, healthy eating, drugs and alcohol awareness, health and prevention, basic first aid and puberty. Sex Education is not statutory in primary schools beyond the teaching of puberty. At Oak Hill CE Primary School, we teach the correct scientific vocabulary for body parts, the emotional and physical changes of puberty and, in Year 6, conception and birth. These topics are taught sensitively and framed within the context of family, responsibility and Christian values, ensuring that children feel safe, respected and supported. Parents may withdraw their child from non-statutory sex education but not from Relationships or Health Education.

How this policy was developed.

The RSE and PSHE policy was developed collaboratively by school leaders, including the Headteacher, PSHE Lead and SENDCo, drawing on national statutory guidance, Trust expectations and best practice from the Gloucestershire Healthy Living and Learning (GHLL) framework. Staff contributed through professional discussions, curriculum planning sessions and review of age-appropriate content to ensure the policy reflects the needs of pupils at Oak Hill CE Primary School.

The policy was shaped through a structured consultation involving pupils, parents and governors.

- Pupil voice — gathered through class discussions, circle time, and feedback activities linked to PSHE units. Pupils shared what helps them feel safe, respected and informed, and their views influenced the sequencing and emphasis of content.
- Parent consultation- Parents were invited to discuss the amendments to the curriculum via letters sent out in the summer term. Any feedback was carefully considered when writing this policy.

- Staff consultation — teaching and support staff reviewed the curriculum to ensure it is inclusive, accessible and appropriate for mixed-age classes, with particular attention to SEND needs.
- Approval — following consultation, the final policy was reviewed and approved by the Local Board of Advisors (LAB) in line with Trust governance procedures.

This process ensures that the views of pupils and parents have been listened to, responded to and reflected in the final policy.

The Local Board of Advisors monitor delivery through curriculum updates, subject leader reports and visits to school. They ensure that teaching is age-appropriate, inclusive and aligned with statutory expectations. the LAB reviews the policy annually, or sooner if statutory guidance changes. Governors scrutinise pupil and parent feedback, staff evaluations and any safeguarding considerations to ensure the policy remains effective and relevant.

Curriculum Structure (EYFS–Year 6)

In the Early Years Foundation Stage, children begin to understand what it means to live out our vision **"In love, we learn, grow and flourish"** through simple acts of kindness, turn-taking and friendship. They learn to recognise and express feelings, understand basic safety and develop early awareness of body privacy. Healthy eating, hygiene and routines help them build strong foundations for physical and emotional wellbeing.

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 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.

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.

At Oak Hill, we have made the choice to remove the content regarding HIV, however we will be teaching the children about online sexual content and self touch. This will be taught in year 6 only.

How does RSE link to other curriculum areas, e.g. Citizenship, Science and Religious Education?

Our PHSE and RSE curriculum work cohesively alongside our wider school curriculum. For example, in PHSE children explore keeping themselves safe, this is supported by our computing curriculum, children revisit online safety every half term, the children have workshops around water safety and anti-bullying. Other Personal development opportunities that support our PHSE curriculum has been developed into a two-year rolling program. (See appendix 1).

Teaching and learning

Teaching is age-appropriate, inclusive and rooted in Christian values of love, dignity and respect. Lessons are designed to help children understand themselves and others, and to recognise how they can contribute to a caring and supportive community. Teachers draw on a range of approaches, including discussion, stories, scenarios, role-play and reflection, to help children explore ideas safely and meaningfully. A safe learning environment is essential, and teachers establish clear ground rules, use distancing techniques and ensure that children feel able to ask questions without judgement. Sensitive issues are handled with care, and any safeguarding concerns are passed immediately to the Designated Safeguarding Lead. Through this approach, children experience what it means to learn, grow and flourish in an atmosphere of love and trust.

Inclusion, Equality and SEND

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 My 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 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. 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 or is gender questioning, will have access to RSE that is relevant to the puberty they are likely to experience, in line with DFE guidance and KCSIE 2026.

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.

Assessment and Monitoring

Assessment focuses on children' understanding of key concepts, their ability to apply learning to real-life situations and their development of personal and social skills. Teachers draw on pupil voice, self-reflection and observation to build a picture of progress. SCARF assessment tools support this process. Monitoring includes regular reviews, lesson observations, scrutiny of planning and feedback from children, parents and governors. This ensures that the curriculum continues to reflect our vision and supports every child in their journey to learn, grow and flourish.

Safeguarding and Handling Sensitive Issues

RSE, PSHE and Health Education are integral to safeguarding. Staff are trained to recognise signs of abuse or neglect and to respond appropriately to disclosures. They avoid giving personal advice and use correct terminology when discussing sensitive topics. If a child raises a concern or makes a disclosure, staff follow the school's safeguarding procedures and do not promise confidentiality. All teaching is delivered in a way that prioritises pupil safety and wellbeing, ensuring that children feel protected and supported as they grow and flourish.

Working with Parents and Carers

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 or Health 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. Letters are sent out to parents/ families before teaching RSE, at this point, parents are invited to view our resources and discuss any concerns with our staff. Resources are shared with parents as the teaching progresses to support conversations that may occur at home.

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). Our school is responsible for ensuring that 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 Oak Hill's approach help increase confidence in the curriculum.

It is statutory 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 home. 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 families values in regards to relationships and sex alongside the information they receive at school.

Roles and Responsibilities

The headteacher ensures that statutory requirements are met and that the curriculum is implemented effectively. The PSHE and RSE lead coordinates the SCARF curriculum, provides resources and training for staff and monitors teaching and assessment. Teachers are responsible for delivering high-quality lessons and creating safe learning environments. Local Board of Advisors oversee the policy and ensure that the school meets its statutory duties. Together, all adults in the school community work to ensure that every child can learn, grow and flourish in love.

This policy has been made accessible to parents, teachers and other school staff, Local Board of Advisors 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 Poppy Wood PHSE lead or Jade Attwood (Head teacher)

Review Cycle

This handbook is reviewed every two years, or sooner if statutory guidance changes, if SCARF updates its framework or if feedback from stakeholders indicates that revisions are needed. The review process ensures that the curriculum remains relevant, effective and aligned with our school vision.

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)
- 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 2026)
- Ofsted Education Inspection Framework (November 2025)

This policy should be read in conjunction with the following:

- School's own Safeguarding / Child Protection policy (inc. responding to disclosures)
- Behaviour and Attitudes handbook
- Equality, diversity and inclusion policy
- DfE 'Keeping children safe in education' (2026)

Appendix 1:

Personal Development coverage grid.pdf