



SPRING LANE
PRIMARY SCHOOL

PSHE POLICY

Reviewed by:	Sarah Jones
Reviewed:	September 2026
Review Frequency:	Annually
Next Review Date:	September 2027
Approved and Adopted by:	LGB
Approval Date:	6 October 2026

How this policy was developed

This policy updates Spring Lane's September 2025 PSHE policy. It retains the school's established SCARF curriculum, weekly teaching, assessment arrangements and commitment to inclusive practice. Before adoption, the school will consult staff, pupils, parents/carers and governors as appropriate, including the statutory consultation required when revising the school's separate Relationships Education/RSE policy. The Local Governing Board will approve the final policy. The approval date above must be completed after approval.

2. Legal and statutory context

Spring Lane provides statutory Relationships Education and Health Education, and the relevant science curriculum. The school has regard to the Department for Education's revised Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, effective 1 September 2026, and Keeping Children Safe in Education 2026. PSHE also supports pupils' spiritual, moral, social and cultural development, safeguarding, wellbeing and preparation for life in modern Britain.

The wider PSHE curriculum includes non-statutory elements such as economic wellbeing and careers-related learning. Spring Lane also provides age-appropriate additional primary sex education as set out in its separate RSE policy. Statutory content and any additional sex education are identified clearly in curriculum information shared with families.

3. Our PSHE intent

At Spring Lane, PSHE helps pupils become confident communicators, expert learners and caring citizens who are healthy, safe, resilient and respectful. The curriculum develops knowledge, skills and attributes to build positive relationships, make informed choices, recognise risk, seek help, respect difference and contribute positively to the community. It is taught as a progressive spiral curriculum, revisiting key concepts at increasing depth.

- Develop healthy friendships, respect, kindness, empathy and personal boundaries.
- Understand emotions, mental wellbeing, resilience and how to ask for support.
- Recognise risks and stay safe in person and online, including understanding privacy and appropriate reporting.
- Understand physical health, hygiene, healthy choices and age-appropriate changes during growing up.
- Recognise rights and responsibilities, diversity, discrimination and respectful citizenship.
- Develop age-appropriate understanding of money, economic wellbeing, aspirations and careers.

4. Curriculum and organisation

Spring Lane uses Coram Life Education's SCARF scheme, adapted to reflect pupil voice, safeguarding themes, local context and the needs of individual classes. Teachers deliver approximately 45 minutes of PSHE each week from Reception to Year 6. Relevant learning is reinforced through assemblies, No Outsiders, online-safety teaching, wider curriculum, enrichment and everyday school life.

The six recurring SCARF units are:

- Me and My Relationships
- Valuing Difference
- Keeping Safe
- Rights and Respect
- Being My Best
- Growing and Changing

Teachers use the current SCARF curriculum and statutory mapping to confirm coverage. They check materials before delivery and adapt activities without omitting statutory learning.

Teaching about bodies, puberty, relationships and additional primary sex education follows the school's separate RSE policy; any school-specific year-group lesson adaptations must be reflected in the published curriculum overview.

5. Curriculum progression

EYFS: Children learn to recognise feelings, develop friendships and independence, follow routines, practise basic hygiene, identify trusted adults and begin to understand safety and difference.

Key Stage 1: Pupils extend their understanding of healthy relationships, privacy, appropriate touch, help-seeking, wellbeing, safety, diversity and simple responsibilities.

Key Stage 2: Pupils deepen understanding of healthy choices, mental wellbeing, body changes and puberty, online safety, respectful relationships, boundaries, consent in age-appropriate everyday contexts, citizenship and economic wellbeing. Teaching prepares pupils for the transition to secondary school.

6. Teaching, inclusion and safeguarding

PSHE is delivered by trained staff through discussion, stories, role-play, scenarios, reflection and other participative activities. Staff establish ground rules, do not require pupils to disclose personal experiences, answer questions factually and sensitively, and follow the school's safeguarding procedures when concerns or disclosures arise. Where an answer is not suitable for a whole-class discussion, staff respond appropriately and provide support or follow-up.

Teaching is accessible to pupils with SEND, EAL and other additional needs through planned adaptations such as visuals, pre-teaching, simplified language, processing time and small-group support. Resources reflect different families and backgrounds respectfully; discrimination and bullying are challenged. Content is age-appropriate, evidence-based and does not reinforce harmful stereotypes. Where beliefs or views are contested, staff distinguish them from established facts and the law, while ensuring all pupils are treated with dignity.

External visitors may supplement, but do not replace, the school's teaching responsibility. Leaders check proposed content and materials in advance, ensure safeguarding and age-appropriateness, and arrange for school staff to remain present.

7. Partnership with parents and withdrawal

Spring Lane makes its curriculum information and teaching materials available for parents/carers to view on request, including materials supplied by external providers. The school informs parents in advance about additional primary sex education and how to request withdrawal. Parents cannot withdraw pupils from statutory Relationships Education, Health Education or science. The headteacher must grant a parental request to withdraw a primary pupil from additional sex education; purposeful alternative education will be arranged. Further details are set out in the school's RSE policy.

8. Roles and responsibilities

The Local Governing Board holds leaders to account for effective implementation. The Executive Headteacher/Head of School ensures the curriculum is delivered, staff are supported, parents are informed and safeguarding duties are met. The PSHE Lead, working with phase leads, oversees planning, SCARF mapping, resources, staff development, assessment and review. Class teachers deliver and adapt teaching, assess learning and refer concerns through safeguarding procedures. Pupils are supported to participate respectfully.

9. Assessment, monitoring and impact

Teachers assess pupils against SCARF learning outcomes through questioning, discussion, live feedback, work and pupil voice. Class PSHE/floor books capture learning and reflections; INSIGHT is used in accordance with school assessment arrangements. Leaders use planning review, pupil voice, learning visits and assessment evidence to check progression, statutory coverage, inclusion and responsiveness. Monitoring focuses on pupils' knowledge, understanding and ability to apply learning, rather than relying solely on completed activities.

10. Wider personal development and cultural capital

PSHE is enriched through activities such as Anti-Bullying Week, Mental Health Week, citizenship and careers experiences, visits from appropriate professionals, cultural celebrations and Culture Day. The school's inclusive ethos, safeguarding work, play and enrichment provide further opportunities to practise the knowledge and skills taught in PSHE. Specific activities and offers are reviewed annually and are not guaranteed by this policy.

11. Review, publication and linked policies

The PSHE Lead reviews this policy annually, and sooner if statutory guidance or the school curriculum changes. The policy is published on the school website and is available in

alternative formats on request. For further information, contact the PSHE Lead through the school office.

Read alongside: Spring Lane RSE Policy; Child Protection and Safeguarding Policy; Behaviour Policy; Equality Objectives; SEND Policy; Online Safety Policy; and the current SCARF curriculum map.

12. Sources and guidance

- DfE, Relationships Education, Relationships and Sex Education (RSE) and Health Education: revised statutory guidance (effective 1 September 2026):
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
- DfE, Keeping Children Safe in Education 2026:
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Coram Life Education, SCARF: <https://www.coramscarf.org.uk/scarf>
- PSHE Association, Programme of Study; Equality Act 2010; SEND Code of Practice.