



Personal Social and Health Education (PSHE) and RE (Relationships Education) Policy **2025-2026**

Our Mission Statement

At Thornton Primary School, our mission is to provide high-quality Personal, Social and Health education (PSHE), including Relationships Education (RE), that equips every child with the knowledge, skills, and values they need to lead confident, healthy, safe, and fulfilling lives.

Introduction

Children are at the heart of all that we do at Thornton Primary School. Our PSHE and Relationships Education supports the whole child, fostering their personal development, wellbeing, and moral understanding, and empowering them to become thoughtful, respectful, and active citizens of our school, community, and wider world.

Aims and Objectives

We aim to create a caring, safe and inclusive environment to ensure that all children reach their full potential. Through the PSHE, Citizenship and Relationships Education curriculum, children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. They learn how society is organised and governed and experience the process of democracy in school through our School, Eco and Sports Councils. Children in Year 6 are all Prefects and can apply to become Senior Prefects. We provide opportunities for all pupils to learn about rights and responsibilities and appreciate what it means to be a positive member of a diverse society. Children are also provided with opportunities to develop SMSC and British Values.

The aims of PSHE and Relationships Education at Thornton Primary School are to:

- Promote the spiritual, moral, social, cultural, mental and physical development of all pupils.
- Prepare pupils for the opportunities, responsibilities and experiences of later life.
- Encourage pupils to value themselves and others.
- Allow pupils to acknowledge and appreciate difference and diversity.
- Teach pupils how to make informed choices.
- Prepare pupils to be positive and active members of a democratic society.
- Teach pupils to understand what constitutes a safe and healthy lifestyle.
- Provide a framework in which sensitive discussions can take place.
- Promote safety in forming and maintaining relationships.



- Provide pupils with a toolkit for understanding and managing their emotions.
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others.
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies beginning in EYFS.

Policy development

This policy has been developed in consultation with staff, a selection of pupils, parents and governors. The consultation and policy development process involved the following steps:

1. Review – a member of the leadership team, pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – school staff were given the opportunity to look at the policy and make recommendations
3. Pupil consultation – we investigated what pupils want from their Relationships Education and PSHE lessons
4. Ratification – the policy was shared with, reviewed and approved by the full Governing Body.

Statutory requirements

The Department for Education (DfE) introduced compulsory Relationships Education for primary pupils in September 2020. Primary Relationships Education should be anchored in an understanding of positive relationships, but should also equip children to keep themselves and others safe, and to recognise and report risks and abuse, including online. This can be delivered by focusing on boundaries, privacy, and children's rights over their own bodies and personal information. Pupils should be able to recognise emotional, physical and sexual abuse. Even very young children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that doesn't feel right. In addition, pupils should understand about bullying, and that this can include the use of derogatory terms relating to sex, race, disability or sexual orientation. Pupils should know how to report concerns and seek advice. (DfE, July 2025, Relationships Education, Relationships and Sex Education and Health Education)



Delivery of PSHE and Relationships Education

At Thornton Primary, we have adopted the SCARF (Safety, Caring, Achievement, Resilience and Friendship) PSHE scheme of work. SCARF is a comprehensive scheme of work for the whole primary school meeting all DfE requirements for statutory Relationships and Health Education and mapped to the PSHE Association programmes of study. SCARF is a framework consisting of lesson plans, assessment and Ofsted tools to give teachers the skills and confidence to embed a comprehensive PSHE, Relationships, Health and Wellbeing programme throughout the primary years.

We teach PSHE and Citizenship in a variety of ways. Objectives are covered in dedicated PSHE lessons and through other areas of the school's curriculum e.g., in Religious Education, assemblies, science and the 'hidden curriculum' (the 'hidden curriculum' can be defined as the lessons that are taught informally, and usually unintentionally, in a school system. These include behaviours, perspectives, and attitudes that pupils pick up while they are at school). Relationships Education is taught within the PSHE curriculum. Some biological aspects of sex education are taught within the science curriculum. We develop PSHE and citizenship through activities and whole-school events. The school/eco committee, with representatives from each class, meet regularly to discuss school matters, and each year group participates in regular school trips.

To enhance our PSHE and Relationships curriculum, we actively use trusted online/in person educational platforms, including Pol Ed (Police Education) and KidSafe. These resources provide age-appropriate, evidence-based content on topics such as personal safety, online safety, relationships, and emotional wellbeing. Staff are trained to use these tools effectively, ensuring that pupils engage with the materials in a safe, supportive, and guided manner. The use of these platforms complements classroom teaching, reinforcing key messages and providing pupils with additional opportunities to explore and discuss important social, emotional, and safety-related topics.

Teaching and learning styles

We use a variety of teaching and learning styles to engage pupils and support different learning preferences. Lessons are structured to promote active participation, reflection, and practical activities. Teachers provide opportunities for pupils to discuss and reflect, work collaboratively through group tasks, role play, and class debates, express themselves creatively through art, drama, storytelling, and writing, develop critical thinking by exploring scenarios, dilemmas, and case studies and build empathy and respect through discussion and perspective-taking activities.

We also encourage the children to take part in a range of practical activities that promote active citizenship, e.g., charity fundraising, the planning of school events such as an assembly or involvement in an activity to help other individuals or groups less fortunate than themselves. Children have opportunities to meet and work with members of the community, such as health workers, fire fighters, police, and



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representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community. Children also have the opportunity to take on different roles of responsibility during their school life.

Teachers establish clear ground rules to ensure a safe and respectful classroom environment where pupils feel comfortable sharing ideas.

EYFS

In EYFS, PSHE and Citizenship is taught in line with the EYFS framework through the SCARF scheme. Lessons are delivered through age-appropriate stories, discussions, songs and practical activities that help children understand feelings, build positive relationships, and learn about keeping themselves healthy and safe. Alongside these discrete SCARF sessions, PSHE is also embedded throughout the wider EYFS curriculum. Opportunities for personal, social and emotional development are integrated across all areas of learning, e.g., during play, circle time, outdoor exploration and collaborative tasks; enabling children to practise sharing, turn-taking, problem-solving and expressing their thoughts and emotions in a supportive environment.

Teaching PSHE and Citizenship to children with special educational needs and disabilities

Teaching is adapted to ensure accessibility for all pupils, including those with SEND or EAL, and is sensitive to individual backgrounds and experiences. As far as is appropriate, pupils with SEND should follow the same PSHE education programme as all other pupils. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or Teaching Assistants work with individual pupils where required, and if appropriate e.g., pre-teaching of key vocabulary for pupils with SEND prior to PSHE lessons to support their understanding, participation, and confidence in engaging with new concepts.

It is not the school's policy to withdraw pupils with SEND from Relationships Education and 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.

Assessment and recording

Assessment in PSHE and Relationships Education focuses on pupil engagement, understanding, and personal development. Teachers use observation and discussion and pupil self-assessment and reflection activities. For each of the six units covered in the SCRAF scheme, we carry out a pre- and post-unit assessment activity. This is 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 and identify areas for further development. Children also complete a personal reflection on their learning, either privately or



through discussion. This is a vital part of the assessment process as the pupils themselves are best placed to judge whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons.

Parents' right to withdraw

The school understands the primary role in children's relationships and sex education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we will:

- Make available online, via the school's website, this PSHE and Relationships Education Policy
- Answer any questions that parents may have about the Relationships Education/PSHE education of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Relationships Education/PSHE in the school
- Inform parents about the best practice known regarding Relationships Education, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

We are committed to a parents' right to withdraw their child from sex education within Relationships Education (other than sex education in the National Curriculum as part of science). Parents cannot withdraw their child from any part of Relationship Education as this now forms part of the basic curriculum and is a requirement of the government's statutory guidance. If a parent wishes their child to be withdrawn from any sex education elements of Relationships Education, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. Parents should be aware that schools are legally required to provide a broad, balanced curriculum. Sex education topics can arise incidentally and overlap with relationships education lessons and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from these lessons.

Monitoring and review

The PSHE Co-ordinator is responsible for monitoring the standards of children's work and the quality of teaching. This person supports colleagues in the teaching of Relationships Education and PSHE, by giving them information about current developments in the subject. Strengths and weaknesses in the subject and areas for further improvement are discussed with the Headteacher and colleagues, and feedback is given to the governor responsible for Relationships Education and PSHE.



Training

Staff are trained on the delivery of PSHE and Relationships Education as part of their induction and it is included in our continuing professional development calendar. Staff also have access to a range of teaching support resources within the SCARF programme, including guidance documents and teacher training films. The Headteacher will also invite visitors from outside the school, such as school nurses or health professionals, to provide support and training to staff teaching Relationships Education.

Mental Health and Wellbeing

At Thornton Primary School, we aim to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers), and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement.

The Department for Education (DfE) recognises that: "in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy". Schools can be a place for children and young people to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience."

Our role in school is to ensure that children can manage times of change and stress, and that they are supported to reach their potential or access help when they need it. We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

Our aim is to help develop the protective factors which build resilience to mental health problems and to be a school where:

- All children are valued.
- Children have a sense of belonging and feel safe.
- Children feel able to talk openly with trusted adults about their problems without feeling any stigma.
- Positive mental health is promoted and valued.
- Bullying is not tolerated.

Recent research into the impact of developing mindfulness strategies within the primary school day indicates that this may significantly improve aspects of wellbeing and may also promote children's effective emotional self-regulation and ability to learn. (BMC Psychology June 2020) Due to this, staff utilise



mindfulness resources and strategies to help children focus and be ready for learning as well as helping them to manage stress and anxiety.

Our school benefits from the support of a SHINE Nurse from Blackpool Teaching Hospitals, who visits once a week. The SHINE Nurse works closely with staff to provide guidance, health education, and targeted support for pupils on topics such as physical health, emotional wellbeing, hygiene, and healthy relationships. This partnership ensures that children receive accurate, age-appropriate health information and have access to a trusted professional who can offer advice and early intervention when needed. The SHINE Nurse's involvement strengthens our whole-school approach to promoting positive health and wellbeing, complementing the PSHE curriculum and supporting pupils to make informed, healthy choices.

In addition to children's wellbeing, we recognise the importance of promoting staff mental health and wellbeing. We use the World Health Organisation's definition of mental health and wellbeing "a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community".

Mental health and wellbeing are not just the absence of mental health problems. We want all children and young people to:

- feel confident in themselves.
- be able to express a range of emotions appropriately.
- be able to make and maintain positive relationships with others.
- cope with the stresses of everyday life.
- manage times of stress and be able to deal with change.
- learn and achieve.

We take a whole school approach to promoting positive mental health that aims to help children become more resilient, happy and successful and to prevent problems before they arise. This encompasses seven aspects:

1. Creating an ethos, policies and behaviours that support mental health and resilience, and which everyone understands.
2. Helping children to develop social relationships, support each other and seek help when they need it.
3. Helping children to be resilient learners.
4. Teaching children social and emotional skills and an awareness of mental health.
5. Early identification of children who have mental health needs and planning support to meet their needs, including working with specialist services.
6. Effectively working with parents and carers.
7. Supporting and training staff to develop their skills and their own resilience.

We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues. We therefore aim to create an open and positive culture that encourages discussion and understanding of these issues. Through PSHE we teach the knowledge and social and emotional skills that



will help children to be more resilient, understand about mental health and be less affected by the stigma of mental health problems.

Our approach:

- Provide a safe environment to enable children to express themselves and be listened to.
- Ensure the welfare and safety of children are paramount.
- Identify appropriate support for children based on their needs.
- Involve parents and carers when their child needs support.
- Involve children in the care and support they have.
- Monitor, review and evaluate the support with children and keep parents and carers updated.

Assessment, Interventions and Support

All concerns are reported to the Mental Health Champion (Mrs Karen Brown) and recorded. We then implement our assessment system, which is based on levels of need to ensure that children get the support they need, either from within the school or from an external specialist service (CAHMS Fylde & Wyre Pathway Guidance).

Supporting and training staff

We want all staff to be confident in their knowledge of mental health and wellbeing and to be able to promote positive mental health and wellbeing, identify mental health needs early in children and know what to do and where to get help.

Supporting and promoting the mental health and wellbeing of staff is an essential component of a healthy school and we promote opportunities to maintain a healthy work life balance and wellbeing, such as wellbeing time for all members of staff and staff supervision.

As part of Coram Life Education and SCARF's commitment to staff mental wellbeing they will be providing staff with access to learning resources, webinars and workshops to promote good mental health in the workplace recognising that: "teacher wellbeing is an essential element of building a whole-school approach to emotional health and wellbeing." (Coram Life Education)

Signed: David Ashcroft, Headteacher

Date: September 2025

Review Date: September 2026

To be agreed by Nominated Governor and Standards and Effectiveness Committee on 03/02/2026