

## Pinewood Infant School and Foundation Unit

Our PSHE (Personal, Social, Health, Economic) / RE (Relationship Education) Policy  
September 2025

*“PSHE can improve the physical and psychosocial well-being of pupils. A virtuous cycle can be achieved, whereby pupils with better health and well-being can achieve better academically, which in turn leads to greater success.”  
DfE 2015*

### **Rationale**

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education, from September 2021. They also made Health Education compulsory in all schools except independent schools. In July 2025, the DfE published revised statutory guidance on RSE (Relationships, Sex and Health Education) which will formally come into force in September 2026. Although the broad structure remains, the new guidance introduces and strengthens a number of areas. This policy covers our school’s approach to PSHE and RSE (relationships and sex education) and was produced through consultation with staff, parents, pupils and governors.

### **Our Ethos at Pinewood**

At Pinewood we wholeheartedly support the philosophy of relationships education and believe it is best taught as part of PSHE – Personal, Social, Health Education, an integral and compulsory part of our curriculum. As an infant school, we ensure our content is age appropriate.

We value the importance of relationships education to help and support young people through their physical, emotional and moral development. We know early education shapes who children may become in the future. Today’s children are growing up in a complex world, both on and offline. We understand that parents and carers are the prime educators for children on these matters but that our role is to complement and reinforce relationships education, preparing them for the opportunities, responsibilities and experiences their futures hold in a digital age. We teach Relationships Education (RE) in line with our vision and school values which are fundamental to our teaching of Personal, Social, Health and Education (PSHE). Our Pinewood school values also support our teaching. Relationships education is the teaching of characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

### **Aims and Objectives**

- ✚ To reassure children of their value and self-worth, including aspects of dignity, self-respect and self-regulation.

- ✚ To nurture a responsible attitude towards personal relationships, such as aspects of mutual respect and care.
- ✚ To promote the value of loving relationships and of family life.
- ✚ To teach children the importance of healthy, respectful relationships focusing on family and friendships in all contexts, including online.
- ✚ Begin to prepare pupils for puberty by learning about change and growth in humans and animals
- ✚ Teach pupils the correct vocabulary to describe themselves and their bodies.
- ✚ Help children to value their welfare and safety, including an understanding of the importance of health and hygiene
- ✚ To encourage exploration of values and moral issues, taking into account the physical and moral risks associated with certain behaviour.
- ✚ To educate against discrimination and prejudice.
- ✚ To develop a belief that they can achieve goals both personal and academic, to stick to tasks that will help them achieve these goals.
- ✚ To develop personal attributes including kindness, honesty and generosity and those that link to school value.
- ✚ To develop children's understanding of mental wellbeing.
- ✚ To support pupil's well-being and develop resilience and character which is fundamental to pupil's being happy and successful and productive members of society.

### **Teaching and Learning at Pinewood**

At Pinewood we use the SCARF programme (Safety, Caring, Achievement, Resilience, Friendships) from Coram Life Education. It is a whole school approach and gives us everything we need to meet the DFE statutory requirements. This runs from F1 to Year 2. Relationships education and health education are embedded in this programme which is split into the following six key themes in each year group: Me and My Relationships, Valuing Difference, Keeping Safe, Rights and Respect, Being my Best and Growing and Changing. The PSHE and relationships curriculum is organised in a spiral curriculum which develops themes/topics, taking into account the age and maturity of the children. This means that topics are revisited as children get older and are built upon. Coram planning has recently changed and been updated to keep in line with the new DFE statutory guidance (July 2026).

It is also fully integrated into our curriculum and taught in line with our cross-curricular approach, through topics as well as our RE, science and E-safety curriculum.

A variety of teaching and learning styles are used to ensure effectiveness and differentiation. The needs of all children are considered, taking into account gender, ethnicity and special educational needs, including disability. Teaching will take place during lessons and circle time and as part of our assembly programme. Work may be with individuals and even with the whole school/key stage during assembly, but mostly it is delivered in whole classes or groups, as appropriate. Class teachers, the PSHE Lead and the Senior Leadership Team will have the responsibility for ensuring the delivery.

### **Relationships Education**

Relationships education is part of our timetabled SCARF teaching programme. The focus at Pinewood is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This

starts with children being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, children should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

The principles of positive relationships also apply online. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to children's lives and developmentally appropriate.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

Primary-age children may ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. At Pinewood we deal with these issues by addressing the issue with sensitivity and at a level appropriate to the age group and developmental stage and will take in to account any additional SEN. Consideration will be given to the potential for small group or 1-1 discussion for specific questions to be discussed. Where appropriate staff will speak to parents to work in partnerships with families and ensure we are supporting them with challenging questions. We will always promote diversity and discourage any form of discrimination.

Through Relationships Education, schools should teach children the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Children should know how to report concerns and seek advice when they suspect or know that something is wrong. At Pinewood we run the NSPCC Pants campaign and assemblies relating to healthy and safe relationships in our SCARF programme. At all stages it will be important to teach children about making sensible decisions to stay safe (including online).

### **Foundation Stage**

As well as in the Foundation Stage SCARF programme, aspects of Relationships Education are included in the Early Learning Goals for PSED (Personal Social and Emotional Development), Physical Development and Understanding the World.

### **Physical health and mental wellbeing**

The aim of teaching children about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. Physical

health and mental wellbeing are interlinked, and it is important that our children understand that good physical health contributes to good mental wellbeing, and vice versa. At Pinewood, our focus is on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health. Each year group in school was a 'Wellbeing champion' to promote the importance. We also support children's emotional wellbeing through our nurture intervention programme run by a trained member of staff.

At Pinewood, children are taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving children the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable children to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Teachers should go on to talk about the steps children can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.

Emphasis is given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors. Our F2 children currently experience Forest Schools and this is intended to be rolled out to other year groups.

Children should also be taught the benefits of hobbies, interests and participation in their own communities. This teaching should make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example Beavers or Rainbows), are beneficial for health and wellbeing. We are committed to offering a large range of extra-curricular clubs at Pinewood for KS1 children.

Children should be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. We work closely with parents on this issue and try and encourage parents to work in partnership with us.

### **Roles and responsibilities**

The governing body will approve the RSE and PSHE policy, and hold the head teacher to account for its implementation.

The head teacher has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and in identifying a lead teacher who will work closely with colleagues in related curriculum areas.

### **Parents**

Later on in their school career, children may be withdrawn by their parents from parts of the Relationship and Sex Education programme that is not part of the statutory national curriculum for science. This will not be relevant within our infant school setting. We will publish on our website what

aspects of the curriculum are being taught and when. We will happily share any resources with parents on request and we always ensure transparency. We are committed to ensuring that the education provided to pupils in Relationships Education is appropriate to the age of pupils and compliant with the requirements of the Equality Act 2010.

### **Confidentiality and child protection**

It is inevitable that effective RE which allows for open discussion to take place may lead to disclosures from pupils. It is essential that those teaching RE are completely familiar with the child protection procedures. Pupils disclosures or suspicion of abuse must be followed up with the pupil concerned, that same day and referred to the designated safeguarding lead, and if not present their deputy. They will deal with these disclosures or suspicions in line with the child protection policy.

### **Special Educational Needs and Disability**

This policy has been written with regard to the aims and objectives of the Schools' Special Educational Needs and Diversity and Inclusion Policies.

All lessons are planned using differentiation, and take into account a range of learning & teaching styles to cater for all pupils. In this way all children have the opportunity to reach their potential, regardless of their need or disability.

### **Policy development process**

This policy was formulated in consultation with the whole school community with input from;

- Members of staff – through regular agenda items at staff meetings, consultation documents, surveys
- Governors – discussions at governor's meetings, training
- Parents/carers – parents will be encouraged to contribute by consultation through the school website
- Children – pupils contribute to the development of the policy through the school council, circle time discussions etc.

This will ensure that the RSHE curriculum continues to meet the needs of pupils, staff and parents and that it is in line with current DfE advice and guidance

The Policy is available

- Online at [www.Pinewood.notts.sch.uk](http://www.Pinewood.notts.sch.uk)
- From the school office

Information for children and families about PSHE and RE at Pinewood can be found on our school website (under curriculum pages).

### **Staff training**

RSE can be a sensitive issue and teachers may welcome support and training. Provision will be made available for teaching staff to clarify legislation, curriculum requirements and to consider appropriate teaching approaches and materials. The school will support the use of visitors from outside, such as

health professionals, police and voluntary sector, and other organisations to provide support and training to staff teaching RE.

**Links with other policies**

The PSHE/RE policy should be read in conjunction with the following policies;

- Safeguarding
- Peer on Peer Abuse Policy
- Behaviour
- Anti-bullying
- Online safety
- SEND
- Sex Education
- Inclusion
- Equality and Diversity

Rebecca Guy – Review Autumn 2026