Jesus said 'I am the vine; you are the branches.
Those who abide in me and I in them, will bear much fruit.' John 15:5

Barnham CEVC Primary School

PSHE, Relationships and Sex Education (RSE) Policy

Introduction

At Barnham CEVC Primary School, our vision is to:

"Inspire, Cherish and Believe in each person that they might flourish and fulfil their potential."

This vision is rooted in the words of Jesus from John 15:5:

"I am the vine; you are the branches. If you abide in me and I in you, you will bear much fruit."

We believe that every child is uniquely created and deeply valued by God. We seek to inspire a lifelong love of learning, cherish each individual as part of God's family and believe in the unique strengths, talents and potential of every member of our school community. Our vision encourages all children to flourish academically, socially, emotionally, physically and spiritually.

Our PSHE and RSE curriculum reflects this vision by supporting pupils to develop positive relationships, emotional wellbeing, self-worth and personal responsibility. Through learning about themselves and others, children are encouraged to become compassionate, respectful and courageous individuals who contribute positively to their communities and the wider world.

Our curriculum is underpinned by our Christian values and these shape the way pupils learn, interact and grow together as a school family. They are reflected throughout our PSHE and RSE curriculum and support children in developing the character and wisdom needed to flourish.

In line with the Church of England's Vision for Education, we seek to educate for:

- Wisdom
- Hope
- Community
- Dignity

so that all members of our school community can experience "life in all its fullness" (John 10:10).

Intent

At Barnham CEVC Primary School, we believe that Personal, Social, Health and Economic Education (PSHE), including Relationships and Sex Education (RSE), is fundamental to the development of the whole child.

Our aim is to provide children with the knowledge, understanding, skills and attributes they need to become healthy, safe, resilient and responsible members of society. Through our curriculum, pupils learn how to build positive relationships, manage emotions, stay safe, respect differences and make informed choices.

Our PSHE curriculum is delivered through the SCARF programme (Safety, Caring, Achievement, Resilience and Friendship), which closely aligns with our Christian vision and values. The SCARF values complement our commitment to nurturing children who care for themselves and others, demonstrate resilience when faced with challenges and develop meaningful friendships rooted in respect and kindness.

As a Thrive School of Excellence, we recognise that emotional wellbeing is the foundation upon which successful learning and healthy relationships are built. We are committed to creating a nurturing environment where children feel safe, understood and valued. Through Thrive approaches, pupils develop emotional literacy, self-awareness, resilience and self-regulation, enabling them to flourish both personally and academically.

The curriculum fulfils the statutory requirements for:

- Relationships Education
- Health Education

and incorporates age-appropriate Relationships and Sex Education (RSE), alongside the wider non-statutory elements of PSHE, including citizenship, economic wellbeing, emotional literacy and personal development.

Through our curriculum, we aim to develop pupils who:

- Understand their own value and uniqueness.
- Respect the dignity and worth of others.
- Demonstrate compassion and empathy.
- Build healthy and respectful relationships.
- Develop resilience and emotional wellbeing.
- Make informed and responsible choices.
- Contribute positively to their local, national and global communities.

Implementation

PSHE, RSE and Health Education are delivered across all year groups in a structured and progressive way through the SCARF programme, enhanced by Thrive-informed practice and wider school experiences.

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Learning is typically delivered weekly or in focused units depending on the SCARF theme being taught. This ensures that pupils are able to revisit, deepen and apply their learning over time.

PSHE and RSE are primarily taught by class teachers who know the children well and are best placed to support their personal development. Where appropriate, learning may also be supported by trained pastoral staff or external professionals who are suitably vetted and approved by the school.

All staff delivering PSHE and RSE receive appropriate support and training to ensure that content is taught confidently, sensitively and in line with statutory guidance and the school's Christian ethos.

The curriculum is organised around six SCARF themes:

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

These themes provide a progressive framework that revisits and deepens learning as pupils move through the school.

Statutory Relationships Education

In accordance with Department for Education guidance, pupils learn about:

- Families and people who care for us
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Teaching supports pupils in understanding that healthy relationships are characterised by kindness, honesty, trust, forgiveness, respect and responsibility. Learning reflects our Christian vision of valuing every individual and treating others as we would wish to be treated.

Statutory Health Education

Pupils learn about:

- Mental wellbeing
- Emotional wellbeing
- Physical health and fitness
- Healthy eating
- Personal hygiene

- Drugs, alcohol and tobacco education
- Health and prevention
- Basic first aid
- Changing adolescent bodies

Children are taught practical strategies for maintaining positive mental health, managing emotions and seeking support when needed.

Relationships and Sex Education (RSE)

Relationships and Sex Education forms part of our wider PSHE curriculum and is primarily delivered through the SCARF "Growing and Changing" unit.

Learning includes:

- Human growth and development
- Understanding and managing change
- Puberty and physical development
- Emotional changes during adolescence
- Personal privacy and boundaries
- Respectful relationships
- Personal safety

Teaching is delivered sensitively, appropriately and in a manner that reflects both statutory guidance and the Christian ethos of our school.

Wider Non-Statutory PSHE Education

Pupils also learn about:

- Economic wellbeing and financial education
- Citizenship and democracy
- British Values
- Diversity, equality and inclusion
- Community participation
- Personal identity
- Online safety
- Risk management
- Environmental and social responsibility

Children are encouraged to reflect on moral and ethical issues and consider how they can act as positive agents of change within their communities.

Thrive and Emotional Development

As a Thrive School of Excellence, emotional wellbeing is embedded throughout school life.

Thrive approaches support pupils in developing:

- Emotional literacy
- Self-awareness
- Self-regulation
- Resilience
- Empathy
- Positive relationships
- Confidence and independence

Staff use relational and restorative approaches to support children in understanding emotions, managing behaviour and building healthy relationships. This contributes significantly to pupils' readiness to learn, wellbeing and personal development.

Teaching and Learning Approaches

Learning takes place through:

- Discussion and dialogue
- Circle time
- Role play and drama
- Reflection activities
- Collaborative learning
- Real-life scenarios
- Problem-solving activities
- Collective worship links

A safe and respectful learning environment is established where children feel confident to ask questions, share ideas and explore sensitive issues appropriately.

Parents' Right to Withdraw

Relationships Education and Health Education are statutory subjects within the primary curriculum. Parents do not have the right to withdraw their child from these aspects of learning.

At primary level, sex education beyond the National Curriculum Science programme is non-statutory. Parents have the right to request withdrawal from these specific elements of learning.

Any request should be made directly to the Headteacher and will be considered in accordance with Department for Education guidance and the school's RSE Policy.

The school recognises parents and carers as the primary educators of their children and is committed to working in partnership with families. Curriculum content is shared openly and opportunities for consultation and discussion are provided.

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Safeguarding and Confidentiality

The safety and wellbeing of every child is of paramount importance in our PSHE and RSE curriculum.

In line with our safeguarding responsibilities and statutory guidance, all staff delivering PSHE and RSE are fully aware that these lessons may sometimes lead to disclosures from pupils. Staff respond in a calm, supportive and professional manner, ensuring that any concerns raised are dealt with sensitively and in accordance with the school's Safeguarding and Child Protection Policy.

Where a child makes a disclosure or expresses a concern about their own or another person's safety, staff will follow the school's agreed procedures and refer the matter to the Designated Safeguarding Lead (DSL) or Deputy DSL without delay.

We ensure that pupils understand the importance of confidentiality within the classroom environment. However, children are taught that absolute confidentiality cannot be promised where there are concerns for their safety or the safety of others. This supports pupils in developing trust, while also understanding the importance of seeking help when needed.

Equality, Diversity and Inclusion

At Barnham, we are committed to ensuring that all pupils feel valued, respected and included, regardless of background, identity or circumstance. This commitment is rooted in the Christian understanding that every person is created in the image of God and is of equal worth.

Our PSHE and RSE curriculum is delivered in line with the Equality Act 2010. We actively promote respect for all individuals and seek to eliminate discrimination, foster good relationships and ensure that no pupil is disadvantaged.

We teach pupils to value diversity within modern Britain and the wider world, recognising and respecting differences in families, cultures, beliefs, abilities and lifestyles. Age-appropriate teaching ensures that all pupils develop understanding and empathy, while also reinforcing the importance of dignity, kindness and respect in all relationships.

External Contributors and Resources

From time to time, the school may invite external visitors or organisations to support the delivery of PSHE and RSE. These contributions are carefully planned and form part of the wider curriculum offer.

Any external input is:

- Reviewed in advance by school leaders
- Checked for suitability, age-appropriateness and alignment with our Christian values
- Delivered in accordance with safeguarding procedures
- Supported by school staff who remain present throughout sessions

We ensure that external contributions enhance, rather than replace, the school's carefully sequenced curriculum.

Impact

The impact of our PSHE and RSE curriculum is that pupils leave Barnham CEVC Primary School as flourishing individuals who embody our vision to Inspire, Cherish and Believe.

Pupils demonstrate:

- Positive emotional wellbeing and resilience.
- Strong self-esteem and self-awareness.
- Healthy and respectful relationships.
- Compassion and empathy towards others.
- Respect for diversity and inclusion.
- Knowledge of how to stay safe, including online.
- Understanding of physical and mental health.
- Responsible decision-making.
- Active citizenship and community engagement.
- An appreciation of Christian values in daily life.

Children are able to articulate strategies for managing emotions, resolving conflict and maintaining positive wellbeing. They understand their responsibilities as members of a diverse society and recognise the importance of treating all people with dignity and respect.

The impact of the curriculum is monitored through:

- Pupil voice
- Learning walks
- Lesson observations
- SCARF assessment opportunities
- Thrive assessments and outcomes
- Behaviour and wellbeing data
- Governor monitoring

As a result, pupils are well prepared for the opportunities, responsibilities and experiences of later life. They leave Barnham CEVC Primary School equipped with the knowledge, skills, character and confidence to flourish, bear fruit and make a positive difference in the world around them.

This policy will be reviewed biannually by the Governing Body. It may be reviewed sooner in the event of updated government guidance, changes in legislation, or significant incidents that require policy amendment.

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Review Term:	Biannually
Led member of staff responsible for review:	Amy Arnold 
Lead governor responsible for review: (Full GB to approve)	Chair of Governors 
Date adopted:	June 2026
Dates policy reviewed	June 2028
Dates policy amended in between reviews	