



CHILTON FOLIAT CofE VA PRIMARY SCHOOL



Our School Christian Vision

With thankfulness, courage and love,
we strive to improve heart and mind.

At Chilton Foliat Primary School we honour our educational heritage, supported by a strong Christian ethos. We strive to provide a diverse education that inspires children to develop a **thirst for knowledge**. This is delivered in a safe, thoughtful and nurturing environment promoting self-discipline, motivation and excellence in all that we do. We encourage strong partnerships and inclusive relationships amongst pupils, parents, carers, staff and the wider community. Our children leave Chilton Foliat Primary School with a deep understanding of the impact of living out our school Christian vision and values. As a result, they are well-rounded, confident and able to contribute positively to a wider community. They want to continue to **thirst for knowledge** and strive to improve **heart** and **mind** enjoying a diverse curriculum in their next educational setting.

PSHE including RSE Policy

Date Reviewed	September 2026
Review Period	Annually /2 Yearly/Readopted/Other
Review Body	E. Pinnegar/Foundation Committee

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“With thankfulness, courage and love, we strive to improve heart and mind.”

At Chilton Foliat Church of England VA Primary School, our Christian vision and values are at the heart of all that we do. Our values of **Love, Courage and Thankfulness** shape the way in which we learn together, care for one another and prepare our pupils for their lives now and in the future.

Our Personal, Social, Health and Economic Education (PSHE), including Relationships and Health Education, supports children in developing the knowledge, skills, attitudes and values that will enable them to flourish.

Through **Love**, pupils learn to value themselves and others, develop healthy relationships and treat everyone with kindness, dignity and respect.

Through **Courage**, pupils develop confidence, resilience and the ability to make safe and responsible choices, ask for help and speak up when something is wrong.

Through **Thankfulness**, pupils are encouraged to value their relationships, appreciate the people and opportunities around them and recognise their responsibility towards their wider community.

In this way, through PSHE, **we strive to improve heart and mind.**

Introduction

At Chilton Foliat Church of England VA Primary School, we believe that PSHE is an essential part of children's education and personal development. It equips pupils with the knowledge, understanding and skills they need to lead healthy, safe, confident and responsible lives.

Our PSHE curriculum encompasses Relationships Education and Health Education and provides age-appropriate learning about relationships, physical and mental health, growing and changing, keeping safe, online safety, economic wellbeing, rights and responsibilities and preparation for life in modern Britain.

This policy reflects the Department for Education's revised statutory guidance for **Relationships Education, Relationships and Sex Education (RSE) and Health Education**, which came into effect on **1 September 2026**.

Relationships Education is statutory for pupils receiving primary education and Health Education is statutory in state-funded primary schools. Relevant aspects of human development, life cycles and reproduction are also taught through the statutory National Curriculum for Science.

The school recognises its responsibility to provide a curriculum which is inclusive, age appropriate, sensitive to pupils' needs and supportive of their physical, emotional, social and spiritual development.

Aims

Through our PSHE curriculum, we aim to enable pupils to:

- develop healthy, respectful and positive relationships;
- recognise their own worth and the worth of others;
- develop confidence, resilience and self-esteem;

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- understand and manage their feelings and emotions;
- make informed, responsible and safe choices;
- understand how to look after their physical and mental health;
- recognise safe and unsafe situations and know when and how to seek help;
- understand appropriate personal boundaries and privacy;
- develop the skills needed to keep themselves safe both offline and online;
- appreciate and respect difference and diversity;
- understand their rights and responsibilities;
- develop an age-appropriate understanding of economic wellbeing;
- become responsible and active members of their school and wider community;
- develop the courage to challenge unfairness, discrimination and harmful behaviour;
- prepare for the opportunities, responsibilities and experiences of later life.

These aims reflect our commitment to developing the whole child and our belief that children's academic, social, emotional and spiritual development are closely connected.

Curriculum

Our principal resource for planning and teaching PSHE is **SCARF**, developed by Coram Life Education.

SCARF stands for:

Safety • Caring • Achievement • Resilience • Friendship

SCARF provides a progressive programme of learning from the Early Years through to Year 6 and supports the school in delivering high-quality PSHE and the statutory requirements for Relationships and Health Education.

The SCARF curriculum is organised through six areas of learning:

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

These themes are revisited progressively as pupils move through the school, enabling children to build upon previous knowledge and develop increasingly sophisticated understanding appropriate to their age and maturity.

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SCARF has reviewed its provision in response to the revised statutory RSHE guidance for implementation from September 2026. The school will continue to review SCARF resources and its wider curriculum to ensure that statutory requirements are met and that teaching reflects the needs of our pupils.

SCARF is used as our principal curriculum resource; however, teachers retain professional responsibility for ensuring that materials are appropriate for their pupils. Resources may therefore be adapted or supplemented where necessary.

Teachers may also use carefully selected age-appropriate resources, including material from **BBC Operation Ouch!**, to support learning about health, the human body, puberty and growing and changing.

Relationships and Health Education

Relationships Education provides children with the foundations they need to develop positive, healthy and respectful relationships.

Pupils progressively learn about families and people who care for them, friendships, respectful relationships, appropriate boundaries, privacy, online relationships and keeping themselves safe.

Children are taught that healthy relationships are based upon qualities such as kindness, honesty, trust, respect and care for others. They learn to recognise behaviour which makes them feel uncomfortable or unsafe and to identify trusted adults from whom they can seek help.

Health Education supports children's understanding of both physical and mental wellbeing. This includes age-appropriate teaching about emotions, mental wellbeing, healthy lifestyles, physical activity, healthy eating, sleep, hygiene, basic first aid and the physical and emotional changes associated with growing up.

The school promotes the understanding that mental health is an important part of everyone's overall health. Children are supported to develop an appropriate emotional vocabulary, recognise their feelings and understand that asking for help is a positive and responsible action.

Growing and Changing

Learning about growing and changing is carefully sequenced and appropriate to children's age, maturity and stage of development.

In the Early Years Foundation Stage, children's personal, social and emotional development is taught in accordance with the statutory EYFS framework. SCARF is used where appropriate to complement this provision and establish foundations for the school's PSHE and Relationships Education curriculum from Year 1 onwards.

In Key Stage 1, children develop an understanding that everyone grows and changes. Teaching focuses on friendships, families, feelings, privacy, appropriate boundaries, understanding that our bodies belong to us and knowing which trusted adults can help us.

In Years 3 and 4, pupils develop their understanding of physical and emotional growth, personal boundaries, privacy, changing relationships and the changes that occur as children begin to grow towards puberty.

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In Years 5 and 6, pupils learn more explicitly about the physical and emotional changes associated with puberty, including menstruation, personal hygiene, changing emotions, body image, healthy relationships and preparation for adolescence. Children also receive age-appropriate teaching relating to human life cycles and reproduction.

Relevant content is taught through Relationships and Health Education and the statutory National Curriculum for Science. Where the school provides Sex Education beyond statutory curriculum requirements, this will be clearly identified and communicated to parents and carers.

Organisation and Teaching

PSHE is taught regularly throughout the school and is complemented by opportunities across the wider curriculum, Collective Worship and the broader life of the school.

Teaching may include discussion, stories, scenarios, role play, reflection, group activities, practical activities and carefully selected digital resources.

A safe and respectful learning environment is established in all PSHE lessons. Appropriate ground rules help children understand that they should listen respectfully, use appropriate language and respect the privacy of others.

Pupils will never be required to disclose personal experiences or private information about themselves or their families.

Children are encouraged to ask appropriate questions. Teachers respond honestly and sensitively using factual, age-appropriate language. Where a question is not appropriate for the age or context of the class, teachers will use their professional judgement when deciding how best to respond.

Inclusion and Equality

PSHE is for all pupils.

Teaching will be inclusive and accessible and will take account of pupils' age, developmental stage, individual needs and backgrounds.

In accordance with the **Equality Act 2010**, pupils are taught to respect others and understand that people, families, beliefs and experiences may be different from their own. Discrimination, prejudice and bullying are not tolerated.

Where appropriate, teaching will be adapted to enable pupils with SEND to access learning safely and meaningfully. Adaptations may include accessible vocabulary, visual support, repetition, pre-teaching, additional processing time, structured discussion and individual or small-group support.

Particular consideration will be given to pupils who may be more vulnerable to exploitation, online harm or misunderstanding social situations.

Our approach reflects our Christian value of **Love** and our commitment to recognising the dignity and worth of every member of our school community.

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Safeguarding

PSHE and Relationships Education make an important contribution to the school's safeguarding provision.

Children learn how to recognise safe and unsafe situations, understand personal boundaries, identify trusted adults and know when and how to seek help.

Online safety is embedded throughout the curriculum. Pupils progressively learn about privacy, personal information, respectful online communication, inappropriate contact, recognising unsafe content and seeking help when something they encounter online causes concern.

Teachers will make clear that they cannot promise confidentiality where information suggests that a child may be at risk of harm.

If a pupil makes a disclosure or raises a safeguarding concern during a PSHE lesson, staff will follow the school's Safeguarding and Child Protection Policy and established safeguarding procedures.

Working with Parents and Carers

We recognise parents and carers as children's first educators in matters relating to relationships, health, family life and growing up.

The school is committed to working openly and positively with families.

Parents and carers will be informed in advance of significant Relationships and Health Education teaching, particularly learning relating to growing and changing, puberty and any additional Sex Education.

Parents will be given opportunities to understand what is being taught, discuss the curriculum with staff and view or discuss the resources used by the school.

The school will engage and consult parents when reviewing its Relationships and Sex Education policy in accordance with statutory guidance.

Right of Withdrawal

Parents and carers **do not have the right to withdraw their child from statutory Relationships Education or Health Education.**

Parents cannot withdraw their child from statutory National Curriculum Science, including relevant content relating to human development and reproduction.

Primary schools may choose to provide age-appropriate Sex Education beyond the statutory curriculum. Parents and carers have the right to request that their child is withdrawn from this additional Sex Education.

Where a parent is considering withdrawal, the school encourages them to discuss this with the class teacher and/or Headteacher so that the content, resources and distinction between statutory and additional teaching can be clearly explained.

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A request to withdraw a primary-aged pupil from additional Sex Education will be granted in accordance with statutory guidance. Appropriate and purposeful alternative learning will be provided.

Assessment

Assessment in PSHE focuses upon pupils' knowledge, understanding and ability to apply their learning rather than judging children's personal experiences, families, beliefs or feelings.

Teachers assess learning through discussion, questioning, observation, pupil reflection, scenario-based activities, written or creative work and appropriate retrieval activities.

Assessment is used to identify misconceptions, recognise progress and inform future teaching.

Leadership, Monitoring and Review

The PSHE Lead is responsible for supporting colleagues with curriculum planning and delivery, monitoring progression and coverage, reviewing resources, keeping abreast of developments in statutory guidance and supporting effective communication with parents and carers.

Monitoring may include reviewing curriculum planning and pupils' work, pupil voice, discussions with staff, learning walks and evaluation of curriculum coverage and progression.

The Governing Body has oversight of the school's statutory responsibilities for Relationships and Health Education.

PSHE Governor: Vacancy – to be appointed.

This policy and the school's PSHE provision will be reviewed regularly to ensure that they continue to meet statutory requirements and the needs of pupils. Parents, pupils, staff and governors will be consulted as appropriate.

Key Documents and Resources

Department for Education – Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory Guidance

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

[DfE – current RSHE statutory guidance \(effective September 2026\)](#)

[DfE – September 2026 changes to the EYFS framework](#)

[DfE – Personal, Social and Emotional Development in Early Years](#)

SCARF – Coram Life Education

<https://www.coramscarf.org.uk/>

SCARF Primary Curriculum

<https://www.coramscarf.org.uk/primary>

SCARF at Home – information for families

<https://www.coramlifeeducation.org.uk/family-scarf/sarf-at-home>

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BBC Operation Ouch!

<https://www.bbc.co.uk/cbbc/shows/operation-ouch>

Our Commitment

At Chilton Foliat Church of England VA Primary School, we want every child to develop the knowledge, confidence and character they need to flourish.

Through **Love**, children learn to value and respect themselves and others.

Through **Courage**, they learn to make safe choices, seek help and stand up for what is right.

Through **Thankfulness**, they learn to value their relationships, opportunities and place within their community.

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