



Relationships, Sex and Health Education Policy

This policy is prescribed by The Good Shepherd Trust and all reference to 'the Trust' includes all Trust schools, the central team and subsidiary organisations.

Date adopted:	28/03/2024		Last reviewed:	11/05/2026
Review cycle:	Annually		Is this policy statutory?	Yes
Approval:	The Good Shepherd Trust		Author:	Head teacher
Local approval*:	Local Committee		Local author*:	Head teacher
Next Review	10/05/2027			

*Local approval will either be the local committee, the head teacher, or the CEO (refer to policy schedule)

Revision record

Minor revisions should be recorded here when the policy is amended in light of changes to legislation or to correct errors. Significant changes or at the point of review should be recorded below and approved at the level indicated above.

Revision No.	Date	Revised by	Approved date	Comments
1	26/03/24	Y. Morrisroe	28/03/2024	Approved by the IAB.
2	11/05/26	B.Blamires		

INTRODUCTION

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informal decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practise as they develop the capacity to make sound decisions when facing risk, challenges and complex contexts. Everyone faces difficult situation in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age-appropriate teaching of these subjects can help prepare these pupils for the opportunities, responsibilities and experiences of adult life.

As pupils at Farnborough Grange Nursery and Infant School are under the age of 8 years we will **not** be teaching sexuality and sexual health.

DEFINITION



Relationships, Sex and Health Education (RSHE) is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSHE involves a combination of sharing information, and exploring issues and values.

AIMS

The aims of Relationships, Sex and Health Education (RSHE) at Farnborough Grange Nursery and Infant School are to:

- A) Provide a framework in which sensitive discussions can take place
- B) Help pupils develop feelings of self-respect and respect for each other
- C) Teach pupils the correct vocabulary to describe themselves and their bodies.
- D) To develop in our children an understanding of the importance of healthy relationships

Relationships Education, Sex and Relationships Education and Health Education (RSHE) is a lifelong process that begins informally in the home with parents and carers. As children progress on to school, we aim to build upon the foundations laid within the home. At Farnborough Grange we are a Nursery and Infant school and therefore we explicitly teach Relationships and Health Education rather than Sex education. This doesn't involve explaining the detail of different forms of sexual activity, but it does cover sensitive topics in order to keep children safe.

We teach RSHE through age-appropriate topics which cover; friendship, managing feelings, keeping safe online and offline, basic hygiene, developing resilience, emotional wellbeing and learning about physical health and growth, including changes to children's bodies as they grow.

STATUTORY REQUIREMENTS

From Summer 2021, it is statutory for schools to deliver Relationships Education in Primary Schools. At Farnborough Grange Nursery and Infant School, we will be teaching relationships and sex education through PSHE lessons. The content will be age-appropriate and aims to instil the key building blocks of healthy, safe, respectful relationships, focussing on family and friendships, including online relationships. See appendix 1.

POLICY DEVELOPMENT

Policy developed in consultation with staff, pupils, parents and Local Committee members.

CURRICULUM

Our PSHE curriculum comes from Coram Education and the SCARF planning tool. SCARF contains all the content from the Statutory Guidance of teaching RSHE (July 2025). We will be following the SCARF units of work for PSHE for Nursery / Early Years and Key Stage 1.



Each year group has taken into account the age, needs and feelings of pupils. If pupils ask questions beyond what has been covered in the PSHE lessons, the teachers will respond in an appropriate manner so that the children are fully informed to avoid any misunderstandings or pupils seeking to find information online.

The lessons will be taught weekly by the class teacher or a member of staff who knows them well. They will be taught in their class as this is a safe and secure environment where all the children know each other. Class promises and group agreements will be used to help create a safe learning environment. The teachers have received continuing professional development on how to answer any difficult questions that may arise through the teaching of relationships education. We have staff who are ELSA trained who can further support individuals or groups of children with understanding RSHE where necessary.

The SCARF curriculum has differentiated lessons and assessment opportunities. The class teacher's knowledge of their class will ensure that teaching of RSHE is relevant and accessible to all, no matter their ethnicity, religion, disability or home life.

Other curriculum areas may also include opportunities for discussions. In the Early Years Foundation Stage, themes such as myself, feelings, friendships and keeping safe are explored.

In Key Stage One, building positive relationships, managing feelings, keeping safe, learning about families and appreciating similarities and differences form part of our teaching.

We also teach some RSE and Health Education through other subject areas such as Science and PE, where we feel they contribute significantly to a child's knowledge an understanding of his or her own body, and how it is changing and developing.

In the Early Years Foundation Stage, Personal Social and Emotional Development, Physical Development and Understanding the World all include a focus on keeping healthy and safe, through a healthy diet and exercise, as well as naming basic body parts and exploring sequences of growth.

In Key Stage One the National Curriculum for Science focuses a study of animals, including humans, which introduces the naming and labelling of main body parts, the concept of animals bearing offspring which grow into adults and then in turn have their own babies and explores the importance of having our basics needs met and living a healthy lifestyle (e.g. a good diet, exercise and hygiene).

In PE we develop body awareness, in gross and fine motor work and children begin to learn about the effects of exercise on their bodies.

DELIVERY OF RSHE



RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum and other aspects are taught within Religious Education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristic of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT families, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflective sensitivity that some children may have a different structure of support around them, for example looked after children or young carers.

We teach RSHE through our PSHE curriculum using the SCARF programme. SCARF stands for Safety, Caring, Achievement, Resilience, and Friendship – values that underpin all our lessons. The programme is designed to help children;

- Build positive relationships and respect for others
- Understand how to keep themselves safe, both online and offline
- Develop resilience and emotional wellbeing
- Learn about physical health, growing up, and changes to their bodies in an age-appropriate way

All lessons are carefully planned to be inclusive, sensitive, and age-appropriate, following the Department for Education's statutory guidance updated in July 2025. Staff will adapt their teaching of Relationship Education to ensure that pupils who have physical, visual or hearing impairments or are unable to use speech can use signing, symbols and/or communication boards as a means of participating and expressing themselves, having equal access to the programme.

The staff will use the correct name for parts of the body as it is very important the children learn the correct names for the parts of the body, as appropriate to the age group and content being covered in the lesson.

Children are taught about abuse at an age-appropriate level, including child-on-child abuse and bullying / cyberbullying. Children from Nursery upwards are taught to use the phrase 'Stop, I don't like that' in any situations that they do not feel comfortable in and are encouraged to share their concerns with an adult as soon as possible. Abuse, including bullying / cyberbullying is not tolerated at Farnborough Grange and will be dealt with in line with our Behaviour and Exclusion Policy.



ROLES AND RESPONSIBILITIES

The **pupils** are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

The **staff** are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE at all times
- Monitoring pupil's understanding of the subject and the progress they are making
- Responding to the needs of individual pupils as well as the class as a whole

Staff do not have the right to opt out of teaching RSHE. Staff who do have concerns about teaching RSHE are encouraged to discuss this with the RSHE curriculum leader and / or the Head teacher.

The **Head teacher** is responsible for ensuring that RSHE is taught consistently across the school and for managing requests to withdraw pupils from non-statutory/non-science components of RSHE (see parents' right to withdraw).

The **Local Committee** will approve the RSHE policy and hold the Head teacher to account for its implementation.

PARENTS' RIGHT TO WITHDRAW

At Farnborough Grange Nursery and Infant School we do not teach explicit Sex Education, but we do teach Health and Relationship Education.

Parents do not have the right to withdraw their child from Relationships Education.

TRAINING

Staff are trained on the delivery of RSHE as part of their induction and is included in our continuing professional development calendar.

Visitors are also invited from outside the school, such as School Nurse, Police officers in the local community, Dentists and NSPCC to provide support and training to staff who teach RSHE.

HOW THE RSHE PROGRAMME AND POLICY IS MONITORED AND ASSESSED

We ensure that all pupils have equal access to the RSHE programme through a thorough process of monitoring, evaluation and assessment, which takes into consideration the pupil's needs, maturity, age and personal circumstances.

The children are assessed after every half-term unit. The PSHE subject leader will be monitoring the RSHE curriculum through planning scrutiny and learning walks.

The LC monitor the RSHE policy on an annual basis and discuss with the Headteacher and RSHE subject lead any recommendations. The LC give serious consideration to any comments from parents/carers about the RSHE programme and makes a record of all comments. The LC require the



Head Teacher to keep a written record of the content and delivery of the RSHE programme taught in this school.

LINKS TO OTHER POLICIES AND ADVICE

- School safeguarding policy
- Anti-bullying policy
- Behaviour policy
- Equality, diversity and inclusion policy
- DFE Keeping Children safe in Education 2025
- Teaching and Learning Policy
- Weblink to SCARF for parents [Family SCARF](#)
- [Relationships_Education_RSE_and_Health_Education.pdf](#)

This policy can be found on the school website.

Appendix 1:

Overview of Teaching in PSHE covering RSHE



Nursery

Me and My Relationships

Lesson Plans

[Marvellous me!](#)
[I'm special](#)
[People who are special to me](#) (Updated 15 Mar 2026)

Valuing Difference

Lesson Plans

[Me and my friends](#)
[Friends and family](#)
[Including everyone](#)

Keeping Safe

Lesson Plans

[People who help me and keep me safe](#)
[Safety Indoors and Outdoors](#)
[What's safe to go into my body](#)

Rights and Respect

Lesson Plans

[Looking after myself](#) (Updated 06 Nov 2025)
[Looking after others](#)
[Looking after my environment](#)

Being my Best

Lesson Plans

[What does my body need?](#) (Updated 06 Nov 2025)
[I can keep trying](#)
[I can do it!](#)

Growing and Changing

Lesson Plans

[Growing and changing in nature](#)
[When I was a baby](#) (Updated 08 Apr 2026)
[Girls, boys and families](#) (Updated 02 Apr 2026)

Reception

Me and My Relationships

Lesson Plans

[All about me](#)
[What makes me special](#)
[Me and my special people](#)
[Who can help me?](#) (Updated 15 Mar 2026)
[My feelings](#)
[My feelings \(2\)](#) (Updated 14 Mar 2026)

Valuing Difference

Lesson Plans

[I'm special, you're special](#)
[Same and different](#) (Updated 15 Mar 2026)
[Same and different families](#)
[Same and different homes](#)
[I am caring](#)
[I am a friend](#)

Keeping Safe

Lesson Plans

[What's safe to go onto my body](#)
[Keeping Myself Safe - What's safe to go into my body \(including medicines\)](#)
[Safe indoors and outdoors](#)
[Listening to my feelings](#)
[Keeping safe online](#) (Updated 03 Mar 2026)
[People who help to keep me safe](#)

Rights and Respect

Lesson Plans

[Looking after my special people](#)
[Looking after my friends](#)
[Being helpful at home and caring for our classroom](#)
[Caring for our world](#)
[Looking after money \(1\): recognising, spending, using](#) (Updated 16 Mar 2026)
[Looking after money \(2\): saving money and keeping it safe](#) (Updated 16 Mar 2026)

Being my Best

Lesson Plans

[Bouncing back when things go wrong](#)
[Yes, I can!](#) (Updated 15 Mar 2026)
[Healthy eating](#) (Updated 10 Nov 2025)
[My healthy mind](#)
[Move your body](#)
[A good night's sleep](#)

Growing and Changing

Lesson Plans

[Seasons](#)
[Life stages - plants, animals, humans](#)
[Life Stages: Human life stage - who will I be?](#) (Updated 30 Mar 2026)
[Where do babies come from?](#) (Updated 02 Apr 2026)
[Getting bigger](#) (Updated 08 Apr 2026)
[Me and my body - girls and boys](#) (Updated 02 Apr 2026)



Y1

Me and My Relationships

Lesson Plans

[Why we have classroom rules](#) (Updated 17 Mar 2026)

[How are you listening?](#) (Updated 16 Mar 2026)

[Thinking about feelings](#)

[Our feelings](#)

[Feelings and bodies](#)

[Good friends](#) (Updated 15 Mar 2026)

Assessment Plans

[Me and My Relationships - Pre and Post Unit Assessment: Y1/P2](#)

Valuing Difference

Lesson Plans

[Same or different?](#) (Updated 16 Mar 2026)

[Unkindness, teasing or bullying?](#) (Updated 16 Mar 2026)

[Harold's school rules](#)

[It's not fair!](#) (Updated 16 Mar 2026)

[Who are our special people?](#)

[Our special people balloons](#)

Assessment Plans

[Valuing Difference - Pre and Post Unit Assessment: Y1/P2](#)

Keeping Safe

Lesson Plans

[Super sleep](#) (Updated 03 Mar 2026)

[Who can help? \(1\)](#) (Updated 16 Mar 2026)

[Good or bad touches?](#) (Updated 01 Apr 2026)

[Sharing pictures](#) (Updated 22 Aug 2025)

[What could Harold do?](#)

[Harold loses Geoffrey](#)

Assessment Plans

[Keeping Safe - Pre and Post Unit Assessment: Y1/P2](#)

Rights and Respect

Lesson Plans

[Harold has a bad day](#)

[Around and about the school](#) (Updated 11 Aug 2025)

[Taking care of something](#)

[Harold's money](#) (Updated 31 Mar 2026)

[How should we look after our money?](#) (Updated 07 Apr 2026)

[Basic first aid](#)

Assessment Plans

[Rights and Respect - Pre and Post Unit Assessment: Y1/P2](#)

Being my Best

Lesson Plans

[I can eat a rainbow](#)

[Eat well](#)

[Harold's wash and brush up](#)

[Catch it! Bin it! Kill it!](#)

[Harold learns to ride his bike](#)

[Pass on the praise!](#) (Updated 30 Mar 2026)

[Inside my wonderful body! \(OPTIONAL\)](#)

Assessment Plans

[Being My Best - Pre and Post Unit Assessment: Y1/P2](#)

Growing and Changing

Lesson Plans

[Healthy me](#) (Updated 03 Mar 2026)

[Then and now](#)

[Taking care of a baby](#)

[Who can help? \(2\)](#) (Updated 17 Mar 2026)

[Surprises and secrets](#) (Updated 11 Aug 2025)

[Keeping privates private](#)

Assessment Plans

[Growing and Changing - Pre and Post Unit Assessment: Y1/P2](#)



Y2

Me and My Relationships

Lesson Plans

[Our ideal classroom \(1\)](#)
[Our ideal classroom \(2\) \(OPTIONAL\)](#)
[How are you feeling today?](#)
[Let's all be happy!](#)
[Being a good friend](#) (Updated 17 Mar 2026)
[Types of bullying](#) (Updated 17 Mar 2026)
[Don't do that!](#) (Updated 17 Mar 2026)
[Bullying or teasing? \(OPTIONAL\)](#) (Updated 17 Mar 2026)

Assessment Plans

[Me and My Relationships - Pre and Post Unit Assessment: Y2/P3](#)

Valuing Difference

Lesson Plans

[What makes us who we are?](#) (Updated 17 Mar 2026)
[My special people](#) (Updated 11 Aug 2025)
[How do we make others feel?](#)
[When someone is feeling left out](#)
[An act of kindness](#)
[Solve the problem](#)

Assessment Plans

[Valuing Difference - Pre and Post Unit Assessment: Y2/P3](#)

Keeping Safe

Lesson Plans

[Harold's picnic](#) (Updated 11 Aug 2025)
[How safe would you feel?](#) (Updated 20 Jan 2026)
[What should Harold say?](#)
[I don't like that!](#)
[Fun or not?](#)
[Should I tell?](#) (Updated 11 Aug 2025)

Assessment Plans

[Keeping Safe - Pre and Post Unit Assessment: Y2/P3](#)

Rights and Respect

Lesson Plans

[Getting on with others](#) (Updated 17 Mar 2026)
[When I feel like erupting](#)
[Feeling safe](#) (Updated 11 Aug 2025)
[Playing games](#) (Updated 12 Aug 2025)
[Harold saves for something special](#) (Updated 07 Apr 2026)
[Harold goes camping \(OPTIONAL\)](#) (Updated 07 Apr 2026)
[How can we look after our environment?](#) (Updated 11 Aug 2025)

Assessment Plans

[Rights and Respect - Pre and Post Unit Assessment: Y2/P3](#)

Being my Best

Lesson Plans

[You can do it!](#)
[My day](#)
[Harold's postcard - helping us to keep clean and healthy](#)
[Harold's bathroom](#)
[What does my body do?](#)
[My body needs... \(OPTIONAL\)](#) (Updated 05 Mar 2026)
[Basic first aid](#)

Assessment Plans

[Being My Best - Pre and Post Unit Assessment: Y2/P3](#)

Growing and Changing

Lesson Plans

[A helping hand](#)
[Sam moves away](#)
[Haven't you grown!](#)
[My body, your body](#) (Updated 01 Apr 2026)
[Respecting privacy](#) (Updated 11 Aug 2025)
[Some secrets should never be kept](#)

Assessment Plans

[Growing and Changing - Pre and Post Unit Assessment: Y2/P3](#)