

Relationship Education Policy

Name of school: Parsonage Farm Nursery and Infant School

Date of policy: September 2026

Members of staff responsible for Relationships Education and Health Education: Rachael Gray

Line Manager (Member of SMT): Kath Greenway

Review date: September 2029

How this policy was developed

- Governors, parents, children and staff were consulted, first with a questionnaire for parents, then a recorded presentation where the curriculum was shared with all stakeholders and they had the option to provide feedback. The policy was then written following this consultation period.

Requirements on schools in law

Since September 2020, it has been statutory for schools to deliver Relationships Education in primary schools, and they are encouraged by the Department of Education to deliver Sex Education in Years 5 and 6. Health Education is also statutory and covers the key facts about puberty, menstrual wellbeing and from September 2026, the correct names of body parts.

The Education and Inspections Act 2006 places schools under a duty to promote the well-being of their pupils.

The Education Act 1996, as amended by the Learning and Skills Act 2000, requires head teachers and governing bodies to have regard to the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, make a statement of policy on their provision and set out the circumstances in which a pupil is to be excused.

What is Relationships Education?

Relationships Education is the teaching of the knowledge, skills and attitudes children need to form positive, respectful and healthy relationships with others. At Parsonage Farm, Relationships Education focuses on helping children understand how to be kind, safe, caring and respectful, both towards themselves and others, in an age-appropriate way.

Relationships Education is **statutory** for all primary schools and is designed to support children's emotional wellbeing, social development and safety, laying strong foundations for later learning and life beyond school.

Health Education (including mental wellbeing, physical health and understanding of the body) is delivered through our SCARF programme and wider curriculum.

Relationships Education and Sex Education (RSE) – what is the difference?

Within Early Years and Key Stage One, Relationships Education does not teach sex education. Instead, it focuses on:

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

Sex Education (learning about sexual reproduction) ensures that both boys and girls are prepared for the changes adolescence brings and – in line with the National Curriculum for science - how a baby is conceived and born. It is not compulsory in primary schools, with the current DfE guidance being to teach it in Years 5 and 6. Therefore is not part of our Relationships Education curriculum, beyond the statutory science content

on the naming of body parts and growth, taught sensitively and appropriately (follow this link to see the science KS1 National Curriculum: [PRIMARY_national_curriculum_-_Science.pdf](#))

Our aims for Relationships (and Sex) Education

Through Relationships Education, we aim to:

- Support children to develop confidence, resilience and self-esteem.
- Help children learn how to build positive friendships and resolve conflicts respectfully.
- Teach children how to recognise and manage emotions.
- Encourage respect for ourselves and others.
- Help children understand the importance of kindness, consent and personal boundaries.
- Equip children with the knowledge to keep themselves safe, including online.

This aligns with our whole-school approach to wellbeing, positive behaviour and relationships, and reflects Parsonage Farm's ethos of creating a happy, inclusive and nurturing learning environment.

What is taught and when

Relationships Education in Parsonage Farm is taught through the SCARF programme. We use SCARF planning for all our Relationships Education lessons and all content is age-appropriate and revisited through a spiral approach as children progress through the school.

RSE is delivered in line with safeguarding principles, and staff are trained to respond appropriately to disclosures in line with Keeping Children Safe in Education

Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	- What makes me special - People close to me - Getting help	- Similarities & differences - Celebrating difference - Showing kindness	- Keeping my body safe - Safe secrets & touches - People who help to keep us safe	Looking after things: friends, environment, money	- Keeping my body healthy – food, exercise, sleep - Growth Mindset	- Cycles - Life stages - Girls & boys – similarities & difference
Y1	- Feelings - Getting help - Classroom rules - Special people - Being a good friend	- Recognising, valuing & celebrating difference - Developing respect & accepting others - Bullying & getting help	- How our feelings can keep us safe – inc. online safety - Safe & unsafe touches - Medicine Safety - Sleep	- Taking care of things - Myself - My money - My environment	- Growth Mindset - Healthy eating - Hygiene & health - Cooperation	- Getting help - Becoming independent - My body parts - Taking care of self & others
Y2	- Bullying & teasing - Parsonage Farm rules about bullying - Being a good friend - Feelings/self-regulation	- Being kind & helping others - Celebrating difference - People who help us - Listening Skills	- Safe & unsafe secrets - Appropriate touch - Medicine safety	- Cooperation - Self-regulation - Online safety - Looking after money – saving & spending	- Growth Mindset - Looking after my body - Hygiene & health - Exercise & sleep	- Life cycles - Dealing with loss - Being supportive - Growing & changing - Privacy

Resources used

We use the resources suggested within the SCARF lessons which:

- Support children's emotional and social development
- Reflect diversity and inclusion
- Use familiar, child-friendly language and contexts

Resources include:

- Quality storybooks
- Visual prompts and discussion cards
- Role-play and circle time activities
- Approved PSHE/RSE scheme materials

All resources are reviewed by staff to ensure they are suitable for our children.

How Relationships (and Sex) Education is taught

We teach these sessions in a variety of ways, but predominately through whole class inputs and discussions and small group tasks. By teaching most of the content in whole class sessions, we can ensure all children are hearing the same input at the same time and can all contribute or ask questions as needed. It will be taught weekly, by the class teacher, or where appropriate, the class LSA.

SCARF provides worksheets for most sessions, which teachers often use as a guide to task design, as we recognise worksheets are not appropriate teaching tools with the youngest children.

Our PSHE and RSE sessions are taught alongside our values, in particular the value 'we respect ourselves, others and our school'. This ensures all sessions are respectful, taking into account all children's prior knowledge and allowing each child to feel safe and supported. Further to this, the RSE elements of SCARF are based on the SCARF values of Safety, Caring, Achievement, Resilience and Friendship and therefore fit naturally into our PSHE curriculum.

Teachers have a wealth of knowledge teaching RSE and the SCARF website provides further guidance on how to deal with difficult questions that may arise during RSE sessions. See **appendix one** for further information.

If you would like to view any of the resources used to teach RSE at Parsonage Farm Nursery and Infant School please arrange a meeting with Mrs Gray, who will be able to share example resources with you in person. We are unable to email out copies of our resources.

How Relationships (and Sex) Education is monitored and evaluated

The SCARF planning includes assessment opportunities which teachers can use to track the progress of children in these sessions, and across the year. Most assessment and feedback will be verbal and in the moment, ensuring children do not leave sessions with any misconceptions or worries. Year group teams will discuss progress in weekly planning time and sessions will be adapted as needed to suit the needs of the cohort.

The PSHE leader (Rachael Gray) will liaise with staff across the year to monitor the teaching and learning and where appropriate lesson observations and pupil conferencing will take place. Half-termly tracking is completed for all year groups.

What role do pupils play in evaluating Relationships (and Sex) Education content?

Our children play an active role in evaluating our RSE provision through age-appropriate pupil voice activities, such as class discussions, circle times and simple surveys. They are encouraged to share what they have learned, what they enjoy and any questions they may have.

This reflects our school values, particularly 'we can concentrate and listen well' and 'we will always listen to you', as pupils know their views are valued. Feedback gathered is used by staff to adapt teaching, ensure learning is relevant and responsive, and support children's understanding in a way that is appropriate for their age and stage of development.

How the delivery of the content will be made accessible to all pupils

Our RSE sessions, are based on the SCARF planning units but then adapted to the individual needs of each class. SCARF lesson plans contain specific opportunities for adaptations or differentiation, and additional notes are included at the end of each plan. Content is age-appropriate and teachers take into account gender, ethnicity, religious beliefs and the varying home backgrounds of our school community as they teach each session. Sessions often involve videos, pictures, partner talk and games to ensure children can access the content easily. Any children with a specific SEN will be supported in RSE sessions through adapted resources or additional adult support as needed. Where appropriate teachers adapt their teaching of RSE to ensure that pupils who have physical, visual or hearing impairments or are unable to use speech and may use signing, symbols and or communication switches and aids have equal access to the content. Staff training led by Rachael Gray or SCARF, is an on-going process to help teachers develop new and proactive ways to make the content accessible to all.

Ethnic, religious and cultural diversity and varying home backgrounds

At Parsonage Farm Nursery and Infant School, we value and respect the diverse family situations and backgrounds, ethnic, religious and cultural backgrounds of our pupils and families. In developing our RSE curriculum, we seek the views of parents and carers through consultation and gather pupil voice in age-appropriate ways.

Our approach reflects our school values: '*we respect ourselves, others and our school*'; '*we think about the feelings of others*'; and '*we make the right choices*'. These values underpin our teaching, ensuring pupils develop respect, kindness and understanding of different beliefs, cultures and family structures.

Staff deliver learning in an inclusive and sensitive way, helping pupils to appreciate diversity, challenge stereotypes and build positive relationships, while working in partnership with families to ensure our provision reflects our community.

Sexual Orientation

On average, recent data¹ suggests about 10% of pupils will go on to define themselves as gay, lesbian or bisexual (GLB). Pupils may also have GLB parents/carers, brothers or sisters, other family members and/or friends.

SCARF plans anticipate and encourage the inclusion of people with LGBT identities in discussions from the early years, where children are also encouraged to talk about the people who are special to them and who provide a nurturing environment; for some children this will include having two mummies or two daddies, or a lesbian aunty or a relative who has transitioned.

SCARF includes LGBT identities content throughout the school years as part of a spiral curriculum and – as illustrated by the list below – teaching about this is integrated into lessons about families, marriage, civil

¹ <https://www.stonewall.org.uk/news/new-stats-reveal-that-lesbian-gay-and-bisexual-people-are-a-growing-part-of-uk-society>

partnerships, similarities and differences, stereotyping, prejudice, media, puberty, bullying, body image and diversity, as required by the guidance.

Eng	Lesson Title	Context
N	I'm special	Learning point: Difference is acknowledged and accepted.
	People who are special to me	Learning point: Families can look different from each other and can include two mums or two dads.
	When I was a baby	Children may contribute to the lesson by suggesting people in their lives who are LGBT.
	Girls, boys and families	Learning point: Families can look different from each other and can include two mums or two dads. Similarities and differences between girls and boys are discussed.
R	All about me	Learning point: Difference is acknowledged and accepted.
	Me and my special people	Children may contribute to the lesson by suggesting people in their lives who are LGBT.
	Who can help me?	Children may contribute to the lesson by suggesting people in their lives who are LGBT.
	Same and different families	Children may contribute to the lesson by suggesting people in their lives who are LGBT.
	Where do babies come from?	Learning point: Families can look different from each other and can include two mums or two dads. Families can be made through surrogacy and adoption.
	Me and my body- girls and boys	Learning point: Similarities and differences between girls and boys are discussed. Gender stereotypes challenged in discussion.
Y1	Taking care of a baby	Learning point: Babies can be looked after by two mums or two dads.
	Our special people balloons	Children may contribute to the lesson by suggesting people in their lives who are LGBT.
	Who are our special people?	Children may contribute to the lesson by suggesting people in their lives who are LGBT.
Y2	My special people	Children may contribute to the lesson by suggesting people in their lives who are LGBT.

Parental concerns and withdrawal of pupils

To help support parental understanding of RSE, a questionnaire was sent out for parents to complete. 90 parents responded to this. Following this a recorded presentation was shared with parents to inform them of the upcoming changes to RSE with the options to email in any further questions.

Each half term, a link to parent information and activities to do at home are shared via the newsletter.

Parents do not have the right to withdraw their child from Relationships or Health Education. Once a school starts teaching Relationships Education and Health Education from Year R, the lessons then become statutory, and parents do not have the right to request that their child is withdrawn from these lessons. A

parent can withdraw their child from any lessons that contain Sex Education but not Relationships or Health Education. We do not teach any part of Sex Education beyond the statutory science content on the naming of body parts and growth, taught sensitively and appropriately (follow this link to see the Science KS1 curriculum: [PRIMARY national curriculum - Science.pdf](#))

Dissemination of the Policy

- This policy can be found on the school website and the link to the policy has been given to all stakeholders.
- Further information on our PSHE/RSE curriculum can also be found on our school website under the 'Curriculum' page.

Policy Review and Development Plan

The policy will be monitored and evaluated by:

PSHE Lead (Rachael Gray)
Senior Leadership Team (SLT)
Governors

The policy and/or procedures will, where necessary be revised in light of these evaluations. It will be reviewed every 3 years to ensure that it continues to meet the needs of pupils, staff and parents and is in line with current Department for Education advice and guidance.

Sources of Further Information

This policy has drawn on:

- DfE 'Sex and Relationship Education Guidance' (2000)
- Brook, Sex Education Forum and PSHE Association 'Sex and Relationships Education (SRE) for the 21st Century' - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance' (July 2025)
- DfE 'Keeping Children Safe in Education' (September 2025)
- Ofsted Education Inspection Framework (November 2025)

This policy should be read in conjunction with the following policies:

- Safeguarding policy (this can be found on our school website)
- Child Protection policy (this can be found on our school website)
- DfE 'Keeping Children Safe in Education' (2025)
- Anti-bullying policy (this can be found on our school website)

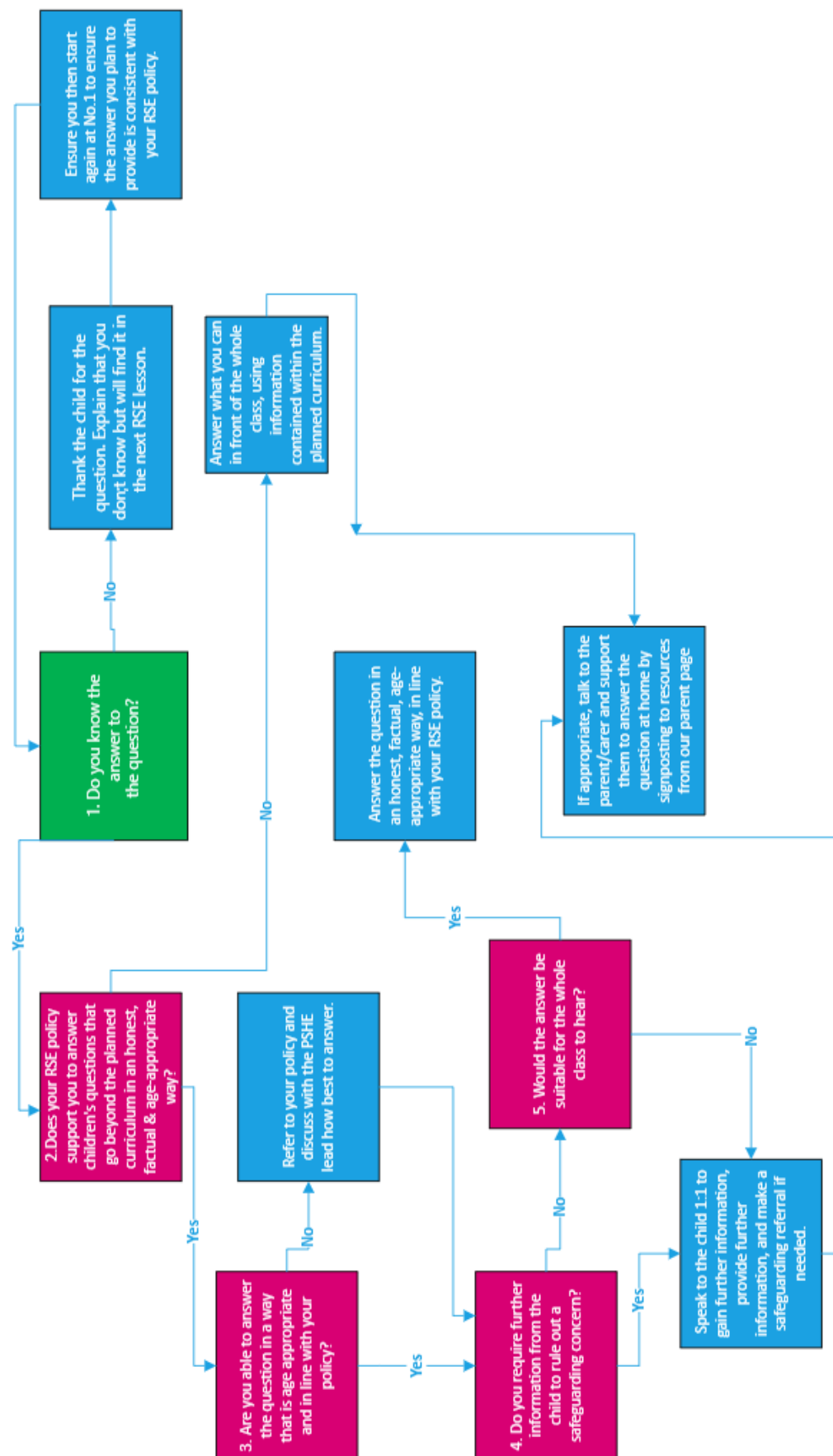
Appendices

Appendix 1: How teachers will answer a child's question that goes beyond the planned curriculum

Appendix 2: When specific body parts are taught in the school year

Appendix 3: Useful resources for parents

Appendix 1: How teachers will answer a child's question that goes beyond the planned curriculum



Appendix 2: When specific body parts are taught in the school year

This grid shows when specific body part names are taught in each school year. Once the children have learnt these in Nursery, the expectation will be for staff to use these words as and when needed throughout the year, knowing the children have been taught them in an age-appropriate way.

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
Nursery						private parts penis testicles vulva nipples
Year R						private parts penis vulva testicles anus nipples breasts breastfeeding
Y1			privates penis vagina vulva nipples buttocks bottom testicles scrotum			privates penis testicles scrotum vulva vagina anus nipples breasts breastfeeding
Y2			private trust privates penis testicles scrotum vagina vulva nipples buttocks bottom			genitals penis testicles scrotum vulva vagina anus nipples breasts breastfeeding

Appendix 3: Useful resources for parents

A suggested booklist from SCARF - [Rel-Ed-Parent-Carer-Workshop--Suggested-Book-List-v6.pdf](#) –

Advice from SCARF - <https://www.coramscarf.org.uk/family-scarf/parents-and-schools-together/talking-with-your-child-about-rse>

NSPCC website - [Support & advice for families | NSPCC](#)

[Talk PANTS: Conversation to help keep children safe | NSPCC](#)