



Relationship, Sex and Health Education

Approved by¹			
Name:	<u>Kirsty Fox</u>		
Position:	<u>Head teacher</u>		
Signed:	<u></u>		
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RSHE Intent, Implementation and Impact

Intent

At Great Corby School and Nursery, we encourage each individual child to become a successful lifelong learner by igniting their curiosity, developing their love for learning and instilling a desire to achieve. Our whole-school RSHE scheme of work is called SCARF (Safety, Caring, Achievement, Resilience, Friendship). SCARF is a progressive PSHE and wellbeing programme, through which teachers deliver high-quality, age-appropriate lessons in relationships and sex education, internet safety, safeguarding, mindfulness and British values.

RSHE provides our pupils with the knowledge, skills and attributes they need to manage their lives now and in the future. These attributes help pupils stay healthy and safe and prepare them for life and work in modern Britain.

In line with the July 2025 Department for Education statutory guidance, our curriculum:

- Teaches the correct, age-appropriate anatomical vocabulary for safeguarding and understanding.
- Presents biological sex accurately and ensures that contested views, including those about gender identity, are not taught as fact.
- Equips pupils with the knowledge and strategies to stay safe online, including recognising harmful content such as pornography, deepfakes, sextortion, misogynistic content and coercive behaviours.
- Encourages respect for difference, including an understanding of diverse families and relationships, such as those with same-sex parents.
- Promotes positive mental health and emotional wellbeing, providing pupils with strategies to manage feelings, seek help and support others.

We aim to provide a curriculum that is broad, balanced and inclusive, promoting the spiritual, moral, social, cultural, mental and physical development of our pupils and preparing them for the opportunities, responsibilities and experiences of later life.

Implementation

RSHE is taught in discrete weekly lessons from Nursery through to Year 6, using the SCARF programme. This ensures progression and consistency across year groups. The curriculum is organised into six strands, taught sequentially across the year:

1. Me and My Relationships (Autumn 1)
2. Valuing Difference (Autumn 2)
3. Keeping Myself Safe (Spring 1)
4. Rights and Responsibilities (Spring 2)
5. Being My Best (Summer 1)
6. Growing and Changing (Summer 2)

Through these strands, children build knowledge and skills year-on-year, applying them in scenario-based lessons that allow for questioning and reflection in a safe and supportive environment. Lessons explicitly address safeguarding, body privacy, consent, safe and unsafe touch, recognising risks online and offline, and understanding healthy relationships.

Mental health and wellbeing are a golden thread running throughout the curriculum. All children are encouraged to reflect on their feelings using classroom tools such as the Zones of Regulation. Where children require additional support, interventions are provided through nurture groups, skilled teaching assistants, ELSA-trained staff and the Senior Mental Health Leader, ensuring early intervention and personalised support.

Parents are actively involved in RSHE provision. The curriculum overview is published on the school website, and parents are consulted regularly about RSHE delivery. Parents retain the right to withdraw their child from sex education that goes beyond the statutory science curriculum, and we ensure transparency by making teaching materials available for review.

Impact

At Great Corby School and Nursery, the development of the whole child is at the heart of our practice. Children are well cared for and their relationships, social, emotional and health needs are a strength of the school. Pupils talk confidently about how to keep themselves safe in school, in the community and online. They care for each other, accept differences and support their peers in ways that reflect the school's values.

As they progress through school, pupils become increasingly reflective and articulate when discussing their emotions. They develop resilience, empathy and the ability to recognise unsafe or unhealthy behaviours, including those encountered online. Scenario-based learning enables children to apply transferable skills, preparing them to respond confidently to new and challenging situations.

Where additional support is required, intervention is swift and effective. By the time pupils leave Great Corby, they are prepared for secondary education as reflective, safe and responsible young people who can form positive relationships and make informed, respectful choices in the modern world.