



CORBY PRIMARY ACADEMY

Relationships, Sex and Health Education Policy

REVIEW PROCESS	
REVIEWED	September 2025
AMENDED	March 2026
NEXT REVIEW	September 2026

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Parent summary

This policy sets out what we teach in Relationships Education, Health Education and (optional) Sex Education, how we keep lessons age-appropriate and inclusive, and how you can view the materials we use. We teach pupils the knowledge and skills to build healthy, respectful relationships and to stay safe on - and offline. We always teach in line with Department for Education (DfE) statutory guidance and our safeguarding duties.

1. Aims

Our RSHE curriculum helps pupils to:

- develop the knowledge, skills and values to form healthy, respectful relationships with friends, family and the wider community;
- understand boundaries, privacy, kindness, consent (as a safeguarding concept), and the law around harassment;
- recognise and respond to risks online and offline, including misinformation, grooming and emerging digital harms;
- look after their physical health and mental wellbeing, including puberty education and menstrual wellbeing;
- know when and how to seek help and report concerns.

2. Statutory guidance

This policy and our curriculum have regard to:

- DfE statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education (updated July 2025; in force from 1 September 2026).
- Keeping Children Safe in Education (KCSIE) 2025.
- Equality Act 2010 and the Public Sector Equality Duty (PSED).
- Education Act 1996 and Children and Social Work Act 2017 (sections 34–35).

3. Definitions and right to withdraw

Relationships Education (statutory at primary): the focus is on teaching the fundamental building blocks of positive relationships, including families, friendships, respectful relationships, online relationships and 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 parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Health Education (statutory): the focus is on teaching the characteristics of good physical health and mental wellbeing, including internet safety and harms, changing adolescent body and menstrual wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

Sex Education (non-statutory at primary): content beyond the science curriculum (reproduction). The focus is on teaching children the facts about puberty (preparing boys and girls for the changes that adolescence brings) and reproduction (how a baby is conceived and born). Parents may request withdrawal for their child from sex education lessons that sit outside the National Curriculum science. There is no right to withdraw from Relationships or Health Education, or from the science curriculum.

4. Policy development, consultation and review

We develop and review this policy through:

- Parent consultation: publishing a draft, inviting written feedback, and hosting an information session. A summary of parent feedback and our response will be published on the website.
- Pupil voice (age-appropriate) and staff consultation.
- Annual review each September, with an interim check if statutory guidance changes or local safeguarding needs require earlier updates.

5. Curriculum intent, sequencing and age-appropriateness

Sequencing principles: spiral, developmentally appropriate progression from EYFS to Year 6; revisit core concepts regularly; teach preventatively while being sensitive to maturity and local context.

Local needs: we use safeguarding and wellbeing data (DSL logs/patterns, pupil surveys, local authority updates) to adjust emphasis and timing while keeping within statutory expectations.

Age-appropriateness: lessons avoid sexualised content; teachers use distancing techniques and agreed language; potentially alarming issues are framed around safety, kindness and seeking help.

Staff training: all staff receive annual RSHE and safeguarding updates; RSHE teachers receive CPD on managing discussion, online safety, and SEND adaptation.

6. Curriculum overview (what we teach)

We follow the SCARF PSHE programme, aligned to RSHE requirements. Key primary content includes families and people who care for me; friendships; respectful relationships; online relationships; being safe; mental wellbeing; internet safety and harms; physical health; healthy eating; drugs, alcohol and tobacco; health and prevention; basic first aid; changing adolescent body.

Updates for 2025 guidance reflected in our programme include coverage of deepfakes and AI-generated content; sextortion; public sexual harassment; pressure and coercion; challenging misogyny; and critical evaluation of online content (age-appropriate).

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7. Teaching and learning, safe classroom practice and handling questions

Ground rules are established and revisited in every unit. We use inclusive, non-judgemental language, distancing techniques, and question boxes to manage anonymous questions.

Protocol for difficult or inappropriate questions: acknowledge, check understanding, defer if needed, follow up with accurate, age-appropriate information or signpost, and refer to the DSL if a safeguarding concern is raised. Teachers will not depart from the agreed curriculum or share personal views.

8. Working with parents and access to materials

We are transparent about what we teach. All RSHE materials - slides, worksheets, and any resources from external visitors - are available for parents to view on request. Unit overviews are published on our website in advance.

We welcome parent questions and feedback at any time via the school office or class teacher; formal consultations occur ahead of significant changes to the policy or curriculum.

9. Inclusion, equality and SEND access

RSHE is taught in a way that is accessible to all pupils, including those with SEND.

Adaptations may include:

- pre-teaching vocabulary; visual supports, symbols and social stories;
- smaller groups or individual teaching where needed;
- overlearning and repetition; simplified texts and scaffolded tasks;

- adjusting pacing and providing additional adult support;
- linking to EHCP outcomes and personalised targets; and
- explicit teaching of protective behaviours to help keep pupils safe from abuse or exploitation.

10. Use of correct anatomical terminology

We teach the correct anatomical names for body parts, in an age-appropriate way, to support safeguarding, clarity and confidence.

11. Menstrual wellbeing support

We teach about the menstrual cycle and menstrual wellbeing. We ensure access to menstrual products in school, clear information about how to obtain them, suitable disposal facilities, and supportive arrangements to manage pain or unexpected periods (including reasonable adjustments to PE and uniform).

12. External agencies and visitors

External visitors can enrich the curriculum but do not replace teachers. We will:

- vet providers for suitability, expertise and safeguarding compliance (including DBS as appropriate);
- review materials in advance to ensure accuracy, age-appropriateness and neutrality (no partisan political content or inappropriate commercial promotion);
- ensure visitors follow our safeguarding procedures and work under teacher supervision; and
- where possible, make visitor materials available to parents upon request.

13. Safeguarding, online safety and reporting concerns

RSHE is a core part of safeguarding. Staff follow our Child Protection and Safeguarding Policy and Keeping Children Safe in Education (KCSIE). Pupils are taught how to report concerns, including online harms (e.g., bullying, grooming, deepfakes, sextortion, misinformation and disinformation).

14. Roles and responsibilities

The Trust will monitor the quality and effectiveness of the RSHE policy and curriculum in each academy. The Curriculum Assurance Board will be key to the monitoring of this policy and will develop additional support or guidance to academies if required.

The Principal is responsible for ensuring that RSHE is taught consistently across the academy, and for managing requests to withdraw pupils from non-statutory/non-science components of Sex Education. The Principal is responsible for ensuring policy and practice are adhered to and that all information is made accessible to all parents and carers.

The PHSE Lead is responsible for quality-assuring the curriculum; supports staff training and monitoring staff delivery of content.

Teachers are responsible for delivering RSHE sensitively; following protocols for handling questions and safeguarding and for adapting teaching for SEND (following liaison with the SENDCo).

Designated Safeguarding Lead (DSL): oversees safeguarding within RSHE, including online safety, and supports staff with concerns.

Pupils are expected to engage fully in lessons and, when discussing issues related to RSHE, treat others with respect and sensitivity.

15. Monitoring and Evaluation

The delivery of RSHE is monitored in academies by senior leaders through:

- Planning monitoring, lesson visits, children and staff surveys
- Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

The implementation of this policy is monitored by the Trust through:

- Assurance activities to ensure statutory arrangements are in place in each academy
- Assurance activities to ensure the academy policies are being implemented and the RSHE curriculum in each academy is of sufficient quality.

16. Approval and Review

This policy will be reviewed annually, or sooner if changes to statutory or local guidance occur.

Appendix A – Statutory Relationships & Health Education Content (updated for 2025)

Relationships Education (Primary) – Statutory Content

Theme	Pupils should know...
Families and people who care for me	<ul style="list-style-type: none"> • Families provide love, security and stability. • Characteristics of healthy family life including protection, care and support. • Families may look different; all should be respected. • Stable, caring relationships are essential for children’s security. • Marriage is a formal, legally recognised lifelong commitment between two people. • How to recognise if family relationships are unsafe and how to seek help.
Caring friendships	<ul style="list-style-type: none"> • Why friendships matter for happiness and security. • Characteristics of healthy friendships: respect, kindness, trust, loyalty and support. • Friendships should be positive and welcoming and not make others feel lonely or excluded. • Friendships have ups and downs; conflicts can be worked through; violence is never right. • How to recognise when a friendship is unhealthy and how to seek help.
Respectful relationships	<ul style="list-style-type: none"> • Respecting others, including those who are different or who make different choices. • Practical steps to improve and support respectful relationships. • Courtesy, manners and self-respect; respect for authority in school and society. • Bullying (including cyberbullying), its impact and bystander responsibilities. • What stereotypes are and why they are harmful. • Permission-seeking and permission-giving.
Online relationships	<ul style="list-style-type: none"> • People may behave differently online, including pretending to be someone else. • The same principles apply online as face to face, including respect. • Rules for staying safe online; recognising risks, harmful content and contact; how to report. • How to critically consider online friendships and information. • How information and data is shared and used online.
Being safe	<ul style="list-style-type: none"> • Appropriate boundaries in friendships, including online. • Privacy and knowing that unsafe secrets should not be kept. • Each person’s body belongs to them; differences between appropriate and inappropriate contact. • How to respond safely to unfamiliar adults (including online). • How to ask for help for themselves or others and persist until heard; where to get advice.

Physical Health & Mental Wellbeing Education (Primary) - Statutory Content

Theme	Pupils should know...
Mental wellbeing	<ul style="list-style-type: none"> • Mental wellbeing is a normal part of daily life. • Recognising and talking about emotions; developing a varied emotional vocabulary. • Judging whether feelings and behaviours are appropriate and proportionate. • Benefits of exercise, time outdoors, hobbies, and community participation. • Importance of rest, time with friends/family and self-care. • Loneliness and isolation can affect children; the importance of discussing feelings and seeking support. • That bullying (including cyberbullying) has negative, lasting impacts. • Where and how to seek support, including in school, and recognising triggers for seeking support. • That mental ill-health is common and problems can be resolved with the right support.
Internet safety and harms	<ul style="list-style-type: none"> • The internet has many benefits for most people. • Benefits of rationing time online; risks of excessive screen time; impact of positive and negative content. • Considering the effects of online actions on others; respectful behaviour and keeping personal information private. • Why social media, some games and online services have age restrictions. • Online abuse, trolling, bullying and harassment can harm mental health. • How to be a discerning consumer of information online, including how search results are ranked/targeted. • Where and how to report concerns and get support with issues online.
Physical health and fitness	<ul style="list-style-type: none"> • Characteristics and benefits of an active lifestyle. • Building regular exercise into daily/weekly routines (e.g., walking/cycling to school, daily mile). • Risks of inactivity (including obesity). • How and when to seek support and who to talk to in school if worried about health.
Healthy eating	<ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and nutritional content). • Principles of planning/preparing a range of healthy meals. • Characteristics of a poor diet and risks linked to unhealthy eating and other behaviours (e.g., alcohol).
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • Facts about legal and illegal harmful substances and associated risks, including smoking and alcohol.
Health and prevention	<ul style="list-style-type: none"> • Recognising early signs of physical illness. • Safe and unsafe exposure to the sun; reducing risk of sun damage. • Importance of sufficient, good-quality sleep for health and

	<p>learning.</p> <ul style="list-style-type: none"> • Dental health and benefits of good oral hygiene, including regular check-ups. • Personal hygiene; germs and how they spread and are treated; importance of handwashing. • Facts and science relating to immunisation and vaccination.
Basic first aid	<ul style="list-style-type: none"> • How to make a clear, efficient emergency call. • Basic first aid concepts, including dealing with common injuries and head injuries.
Changing adolescent body	<ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body (physical and emotional changes). • Menstrual wellbeing and the key facts about the menstrual cycle.

2025 Additions to Primary RSHE (to supplement the statutory content)

Theme	Pupils should know...
Enhanced online safety & digital literacy	<ul style="list-style-type: none"> • Understanding online financial harms (scams, fraud, gaming monetisation). • Recognising digital rights: privacy, data use and location settings. • Greater emphasis on critically evaluating online content (misinformation/disinformation).
Personal safety (expanded)	<ul style="list-style-type: none"> • Fire safety; road and railway safety; water safety (including the water safety code). • Recognising and reducing risk in public spaces.
Bereavement, change & loss	<ul style="list-style-type: none"> • Recognising that grief and loss bring different feelings for different people. • Understanding that change and loss are normal life experiences.
Anatomical terminology (strengthened requirement)	<ul style="list-style-type: none"> • Teaching correct names for body parts, including genitalia, in an age-appropriate safeguarding context.
Emerging online harms (2025 expansions)	<ul style="list-style-type: none"> • Awareness of AI-generated content (deepfakes), how to seek help if targeted. • Awareness of sextortion and how to respond/report safely.

Appendix B – Sex Education (Primary)

Sex Education at primary level is non-statutory and covers content beyond science.

Parents may request withdrawal from non-science sex education.

Content includes high-level conception and birth, bodily autonomy, correct anatomical terms, menstrual wellbeing, safe relationships, and online risks including deepfakes and sextortion.

Appendix C – SCARF curriculum overview by year group

Our SCARF mapping remains as previously published. Updates for 2025 guidance include explicit coverage (in age-appropriate ways) of:

- recognising and reporting sexual harassment (including public sexual harassment);
- understanding pressure and coercion;
- evaluating online content, including AI-generated media (deepfakes) and how to seek help if targeted;
- sextortion awareness (what it is; how to respond; how to report); and
- use of correct anatomical terminology from early years onwards in a safeguarding context.

Year/ 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 and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and 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 and boys – similarities and difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets

Y4	<p>Healthy relationships</p> <p>Listening to feelings</p> <p>Bullying</p> <p>Assertive skills</p>	<p>Recognising and celebrating difference (including religions and cultural difference)</p> <p>Understanding and challenging stereotypes</p>	<p>Managing risk</p> <p>Understanding the norms of drug use (cigarette and alcohol use)</p> <p>Influences</p> <p>Online safety</p>	<p>Making a difference (different ways of helping others or the environment)</p> <p>Media influence</p> <p>Decisions about spending money</p>	<p>Having choices and making decisions about my health</p> <p>Taking care of my environment</p> <p>My skills and interests</p>	<p>Body changes during puberty</p> <p>Managing difficult feelings</p> <p>Relationships including marriage</p>
Y5	<p>Feelings</p> <p>Friendship skills, including compromise</p> <p>Assertive skills</p> <p>Cooperation</p> <p>Recognising emotional needs</p>	<p>Recognising and celebrating difference, including religions and cultural</p> <p>Influence and pressure of social media</p>	<p>Managing risk, including online safety</p> <p>Norms around use of legal drugs (tobacco, alcohol)</p> <p>Decision-making skills</p>	<p>Rights, respect and duties relating to my health</p> <p>Making a difference</p> <p>Decisions about lending, borrowing and spending</p>	<p>Growing independence and taking ownership</p> <p>Keeping myself healthy</p> <p>Media awareness and safety</p> <p>My community</p>	<p>Managing difficult feelings</p> <p>Managing change</p> <p>How my feelings help keeping safe</p> <p>Getting help</p>
Y6	<p>Assertiveness</p> <p>Cooperation</p> <p>Safe/unsafe touches</p> <p>Positive relationships</p>	<p>Recognising and celebrating difference</p> <p>Recognising and reflecting on prejudice-based bullying</p> <p>Understanding Bystander behaviour</p> <p>Gender stereotyping</p>	<p>Understanding emotional needs</p> <p>Staying safe online</p> <p>Drugs: norms and risks (including the law)</p>	<p>Understanding media bias, including social media</p> <p>Caring: communities and the environment</p> <p>Earning and saving money</p> <p>Understanding democracy</p>	<p>Aspirations and goal setting</p> <p>Managing risk</p> <p>Looking after my mental health</p>	<p>Coping with changes</p> <p>Keeping safe</p> <p>Body Image</p> <p>Sex education</p> <p>Self-esteem</p>

Appendix D: Parent withdrawal from sex education request form

Parent/Carer name: _____

Child name and class: _____

I request to withdraw my child from sex education that is outside the National Curriculum science. I understand there is no right to withdraw from Relationships or Health Education, or from the science curriculum.

Reason (optional): _____

Signature: _____ Date: _____

School use: Meeting held with Principal on: _____ Outcome recorded by: _____