Public

CORBY PRIMARY ACADEMY

Relationships, Sex and Health Education Policy

REVIEW PROCESS	
REVIEWED	September 2026
NEXT REVIEW	September 2027

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Public

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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 wider community, promoting positive wellbeing and an inclusive academy ethos;
- understand boundaries, privacy, kindness, consent (as a safeguarding concept), and the law around harassment;
- recognise and respond to risks online and offline, including grooming, artificial intelligence, misinformation and disinformation and emerging digital harms;
- look after their physical health and mental wellbeing, including puberty education and menstruation;
- 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 a PSHE curriculum that has been developed using both the **SCARF** and **Pol-Ed** schemes. Together, these programmes provide a comprehensive, age-appropriate curriculum that supports pupils' personal, social, health and economic education, including relationships, health, wellbeing, safeguarding, law and policing.

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 bodies.

In line with the 2025 RSHE guidance, the academy introduces age-appropriate teaching in Key Stage 2 to help pupils understand that online images and videos can be edited or artificially generated. While deepfake and AI-generated imagery are statutory topics at secondary school, we prepare pupils by teaching critical thinking, online safety and how to seek help if they encounter concerning content.

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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.

Teaching includes age-appropriate, factual information about sexual orientation and puberty lessons acknowledge emotional changes and attraction in an inclusive way. The academy actively fosters a welcoming and inclusive environment for all pupils, families and staff.

The academy acknowledges different ethnic, religious and cultural attitudes to puberty, relationships and sex and teaches content with sensitivity.

Lessons reflect the full range of modern family structures, including same-sex parents, blended families, foster families and extended families.

RSHE is delivered sensitively, promotes respect and equality, and ensures every pupil feels represented, safe and valued.

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.

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 Trust's Safeguarding Policy and Site Specific Safeguarding Arrangements. Pupils are taught how to report concerns, including online harms. The academy has a robust filtering and monitoring system to block access to harmful or inappropriate content, meeting all DfE requirements.

14. Roles and responsibilities

The Trust monitors the quality and effectiveness of the RSHE policy and curriculum in the academy.

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; support 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 RHSE, 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 July 2025; in force from 1 September 2026)

Relationships Education (Primary) — Statutory Content

Theme	Pupils should know…
Families and People Who Care for Me	• Families provide love, security, stability and care. • Characteristics of healthy family life including protection, support and the importance of spending time together. • Families may look different; all families that provide care should be respected. • Stable, caring relationships are essential for children's wellbeing. • That families can experience change, loss and bereavement, and that feelings around these experiences are normal. • Marriage is a formal, legally recognised lifelong commitment between two people. • How to recognise when family relationships are unsafe and how to seek help.
Caring Friendships	• Why friendships matter for happiness, belonging and security. • Characteristics of healthy friendships: respect, kindness, trust, loyalty, generosity and support. • Friendships should be positive and welcoming and should not make others feel lonely or excluded. • Friendships have ups and downs; conflicts can be resolved; violence or coercion is never acceptable; • How to recognise when a friendship is unhealthy, including controlling or pressuring behaviour, and how to seek help.
Respectful Relationships	• The importance of respecting others, including those with different backgrounds, beliefs or choices. • Practical steps to improve and support respectful relationships. • Courtesy, good manners and self-respect • Respect for authority in school and society. • What bullying is (including cyberbullying), its impact and the responsibility of bystanders. • What stereotypes are and why they are harmful. • The meaning of consent, including permission-seeking and permission-giving in everyday situations. • How harmful attitudes (including misogyny, prejudice or discriminatory behaviour) can affect others and how to challenge them safely.
Online Relationships	• People may behave differently online, including pretending to be someone else. • The same principles of respect and kindness apply online as face to face. • Rules for staying safe online; recognising risks, harmful content, harmful influencers, scams, monetisation features in

	games, and how to report concerns. • How to critically consider online friendships, information, and digital content (including edited AI-generated/deepfake material) • How information and data is collected, shared and used online, and why privacy matters. • How to manage online contact safely and set appropriate boundaries.
Being Safe	• Appropriate boundaries in friendships, including online. • That each person's body belongs to them; the differences between appropriate and inappropriate contact. • The correct names for external body parts, including genitalia, and why using accurate vocabulary keeps children safe. • That unsafe secrets should not be kept; how to recognise unsafe situations. • 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. • Personal safety, including road, rail, water, fire and safety in public spaces. • How to recognise and avoid risky situations, including those involving substances, dangerous items or unsafe environments.
Emerging Online Harms	•That some people online may attempt to pressure, trick or threaten others into sharing personal information, images or videos. •That this behaviour is unsafe and wrong, and that no one should ever feel forced or frightened into sharing anything online. •How to respond safely: saying no, stopping communication, not sharing anything, and telling a trusted adult immediately. •How to report concerns using school procedures and online reporting tools. •That help is available if they ever feel worried, scared or unsure about something that happens online.

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

Theme	Pupils should know…
Mental Wellbeing	• Mental wellbeing is a normal part of daily life. • Recognising and talking about feelings. • Strategies for managing worries, stress and change. • 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. • That families can experience change, loss and bereavement, and that feelings around these experiences are normal. • 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	• 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	• 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	• What constitutes a healthy diet and why it matters. • 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	• The risks of harmful substances and why they should be avoided.
Health and Prevention	• 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 learning. • Dental health and benefits of good oral hygiene, including regular check-ups. • Basic hygiene, handwashing and dental health. • Facts and science relating to immunisation and vaccination.
Basic First Aid	• How to make a clear, efficient emergency call. • Basic first aid concepts, including dealing with common injuries and head injuries.

Changing Adolescent Body	• Key facts about puberty, including physical and emotional changes. • The correct names for body parts and why accurate vocabulary is important. •That changes happen at different times for different people.

Appendix B – Sex Education (Primary) (updated July 2025; in force from 1 September 2026)

At Corby Primary Academy, the only lesson from which parents may request withdrawal is the Year 6 Sex Education lesson: "How a Baby is Conceived and Born". This lesson includes a simple, age-appropriate explanation of conception and birth that sits beyond the National Curriculum for Science.

Where sex education is taught, it remains limited to high-level, age-appropriate content such as:

- A simple explanation of conception and birth
- Correct anatomical vocabulary for body parts
- Understanding loving, caring adult relationships as the context for having a baby

All other RSHE lessons, including puberty, menstruation, body changes, relationships, safeguarding, online safety and National Curriculum Science, are statutory and are not subject to parental withdrawal.

Appendix C – PSHE curriculum theme overview by year group

Year/ Half-termly unit titles	Autumn One Me and my Relationships	Autumn Two Valuing Difference	Spring One Keeping Safe	Spring Two Rights and Respect	Summer One Being my Best	Summer Two Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness and respect	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	Kindness and helping others Celebrating difference and recognising similarities 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	Friendship qualities (respectful relationships) Consent Abuse Key relationships Misinformation/disinformation	Recognising and respecting diversity Being respectful and tolerant Communities Bullying (inc online)	Managing risk Decision-making skills Drugs and their risks Staying safe online Digital literacy	Helping and being helped Looking after the environment Managing money Developing critical thinking	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Changing bodies and puberty Keeping safe Safe and unsafe secrets Relationships (inc online)

RESPECT-RESPONSIBILITY-RESILIENCE

Y4	Healthy relationships Role models Emotions Listening to feelings Bullying Assertive skills Peer influence	Communities Recognising diversity and celebrating difference (inc religions & cultural) Understanding & challenging stereotypes Discrimination Personal boundaries	Managing risk, inc online Understanding the norms of of drug use (cigarette & alcohol use) Influences Online safety & behaviours	Making a difference (different ways of helping others or the environment) Media influence & digital literacy Decisions about spending money	Having choices & making decision about my health Taking care of my environment My skills & interests	Body changes during puberty Managing difficult feelings Relationships inc. marriage
Y5	Feelings Friendship skills (incl. online) Assertive skills Cooperation Personal boundaries Peer pressure Media influence Grooming	Recognising & celebrating difference inc religions & cultural differences Critical digital awareness Online bullying & self-esteem Adult relationships	Online safety Bullying inc. online Norms around use of legal drugs (tobacco, alcohol) Decision making skills	My health rights, respect & duties Making a difference Decisions about lending, borrowing & spending Media manipulation Artificial Intelligence	Growing independence & taking ownership Keeping myself healthy Media awareness & safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Friendships Cooperation Safe/unsafe touches Positive relationships Different types of relationships	Recognising & celebrating difference Recognising & reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping Racism Sexism	Understanding emotional needs Staying safe online Digital footprint Drugs: norms & risks (inc the law)	Understanding media bias Digital critical thinking Caring: communities & the environment Earning & saving money Understanding democracy	Aspirations Managing risk Looking after wellbeing Digital literacy & critical thinking skills	Coping with changes Keeping safe inc online A/I deep fakes Body Image Sex education Self-esteem

Public

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: _____