



**Cornerstone Academy Trust
Relationships, Sex and Health
Education
(RSHE) Policy**

The Cornerstone Academy Trust (TCAT) - Policy

This policy covers a whole trust approach to Relationships, Sex and Health education, in line with the new 2026 statutory guidance. This encompasses the curriculum approach from Reception to Year 6. The aim of the new guidance is to provide a positive framework that prepares children for a happy, healthy and safe life and is important for promoting and protecting the wellbeing of all children. RSHE is compulsory in all primary schools in England.

Whilst promoting values we will ensure that pupils are offered a balanced programme by enabling young people to acquire learning that will enable them to be empowered and educated to make their own informed choices by teaching them self-respect and responsibility and educating against discrimination and prejudice. This aims to meet the needs of the wide social mix of pupils within TCAT.

This policy has been developed in consultation with the school community, including parents, staff and pupils.

The following issues were considered:

- Aims of the RSHE policy
- Morals and values
- Process for policy development
- Teaching programme content & materials
- Inclusion and adaptation
- Dealing with difficult questions
- Involvement of parents and carers / rights to withdraw
- Provision for pubertal children
- The needs of gender differences
- Safeguarding children
- Use of visitors to enhance the programme
- Evaluation of the programme

A copy of the government guidance can be located on the Government website following this link:

[Relationships and sex education \(RSE\) and health education - GOV.UK](https://www.gov.uk/guidance/relationships-and-sex-education-rse-and-health-education)

Aims of the Relationships and Sex Education programme

RSHE teaches lifelong learning about the physical, moral and emotional development. It is about the importance of loving and caring relationships. It is about the teaching of growing up, puberty, sex, sexuality, and sexual health.

Meeting these objectives will require a graduated, age-appropriate programme of RSHE across the Trust. Research demonstrates that good, comprehensive relationships and sex education does not make young people more likely to become sexually active at a younger age.

The aim of RSHE is to provide pupils with age-appropriate and developmentally appropriate information, explore attitudes and values and develop skills to empower the children to make positive decisions about their health and relationship behaviour. This should take place with consideration of the qualities of relationships within families and friendships.

It will be taught sensitively and inclusively with respect to backgrounds and beliefs of pupils and parents.

The objectives of sex and relationship education are:

- To provide the knowledge and information about relationships and sex at an age-appropriate level
- To clarify / reinforce existing knowledge.
- To raise pupils' self-esteem and confidence, especially in their relationships with others

- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others
- To help gain access to information and support.
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
- To respect and care for their bodies, promoting health and wellbeing.
- To be prepared for puberty and adulthood

Content

TCAT will use the PSHE Association materials to influence the content and progression of the curriculum.
[Programme of Study for PSHE education \(KS1-5\)](#) and [Statutory RSHE](#)

By the end of primary school pupils will have covered the following;

- Families and people that care for me
- Caring relationships
- Respectful relationships
- Online relationships
- Being safe
- Mental wellbeing
- Changing adolescent body

Key Stage 1

Laying the foundations of understanding about growth and change, differences and respect for one another within friendships and relationships. Keeping safe. Promoting self-esteem and wellbeing.

From consultation in 2026, TCAT will now lower the NSPCC Pants rule content to Y1.

Key Stage 2

Preparation for the changes of puberty, teaching conception and pregnancy, and expanding on how to treat each other/respect within friendships and relationships. Keeping safe. Promoting self-esteem and wellbeing.

From consultation in 2026, TCAT will now include puberty sessions in Y4.

Individual primary schools can choose to teach Sex Education. TCAT teaches the science curriculum which includes content on human development, including reproduction, taught in the context of puberty and growing up. From the consultation held in July 2026, TCAT will now teach a sex education lesson, which includes 'having a sexual relationship, sex and consent, and how a baby is made', as well as a mention of 'contraception', in Y6. (with opt out option)

Curriculum Overview

Below are the topics covered in each year group. However, they may not necessarily be delivered in the stated half term as year-on-year the timetabling of the curriculum may be subject to change. Puberty (Y4) will be covered under me, my body and growing up. Puberty/RSE in Y6 will cover, 'having a sexual relationship, sex and consent, and how a baby is made', as well as a mention of 'contraception', with an opt out option.

EYFS/ YR

Autumn 1

Friendship: Making friends, sharing, taking turns, listening to others.

Autumn 2

Kindness: Recognising feelings in ourselves and others, learning simple ways to manage emotions.

Spring 1

Self-care: developing independence when dressing, toileting, eating, drinking and asking for help when needed.

Spring 2

Routines: Understanding classroom routines, following expectations, making safe choices and building confidence in everyday activities.

Summer 1

Hygiene and safety: Handwashing, oral health, healthy food choices, sun safety, keeping our bodies healthy and knowing trusted adults that can help us.

Summer 2

Getting ready for Y1: Reflecting on achievements, building resilience, managing change and preparing confidently for transition.

Year 1

Autumn 1

Making friends: listening, sharing, playing together, asking permission, kindness and what bullying can look like.
NSPCC Pants Rule.

Autumn 2

Mental health and wellbeing: noticing feelings and learning simple calming/self-regulation strategies. Helpful & unhelpful thoughts.

Spring 1

Celebrating me, you and our families: similarities, differences, individuality and different family structures.

Spring 2

Safety at home: hazards, medicines/household products and getting help from an adult.

Summer 1

Healthy routines: sleep, food and drink choices, physical activity, hygiene, teeth and sun safety.

Summer 2

Kindness to ourselves and others: revisiting feelings and practising kind choices.

Year 2

Autumn 1

Mental health and wellbeing: wider feelings vocabulary, intensity of emotions, change, loss and bereavement.

Autumn 2

Keeping safe online: online content, feelings, safe sharing and not sharing personal information.

Spring 1

Me, my body and staying safe: growing from young to old, private body safety and trusted adults. NSPCC Pants Rule.

Spring 2

Money and work: strengths, interests, jobs, money choices, needs and wants.

Summer 1

Keeping safe outside the home: road and rail safety, emergencies, 999 and adult help.

Summer 2

Looking back and moving on & healthy eating: consolidating learning and preparing for the next school year.

Year 3

Autumn 1

Me, my friends and belonging: identity, friendship and making others feel welcome and included. Belonging to a community.

Autumn 2

Mental health and wellbeing: managing worries and using self-regulation strategies in new contexts. Understanding distraction.

Spring 1

Building healthy habits: food and drink choices, dental health and physical activity.

Spring 2

Making choices online: passwords, device safety, online content and age ratings.

Summer 1

Keeping safe out and about: sun, road, rail and water safety.

Summer 2

Looking out for each other: basic first aid and calling emergency services effectively.

Year 4

Autumn 1

Mental health and wellbeing: self-regulation, thinking habits and strategies for calm. Managing change, loss and grief.

Autumn 2

Exploring ways to manage risk: safety at home/outside and how to keep your body safe.

Spring 1

Forming respectful relationships: conflicts, bullying and the importance of kindness.

Spring 2

Money matters and news literacy & First aid: money choices, fake/real news and how news can affect feelings.

Summer 1

Introduction to puberty. Me, my body and growing up: physical and emotional changes, personal hygiene and confidence to seek help.

Summer 2

Families and growing together: diverse families, family relationships, family change and commitment.

Year 5

Autumn 1

Friendships, stereotypes and bullying: exploring respectful relationships and what to do about bullying. Recognising and challenging stereotypes, prejudiced and extreme views.

Autumn 2

Mental health and wellbeing & Puberty, growing up: self-regulation strategies, habitual thoughts and emotions, managing distractions and reactivity.

Spring 1

Positively engaging with our world: feelings about news stories, climate change.

Spring 2

Respecting boundaries: personal boundaries, appropriate and inappropriate touch, how to respectfully ask for consent, give or not give permission.

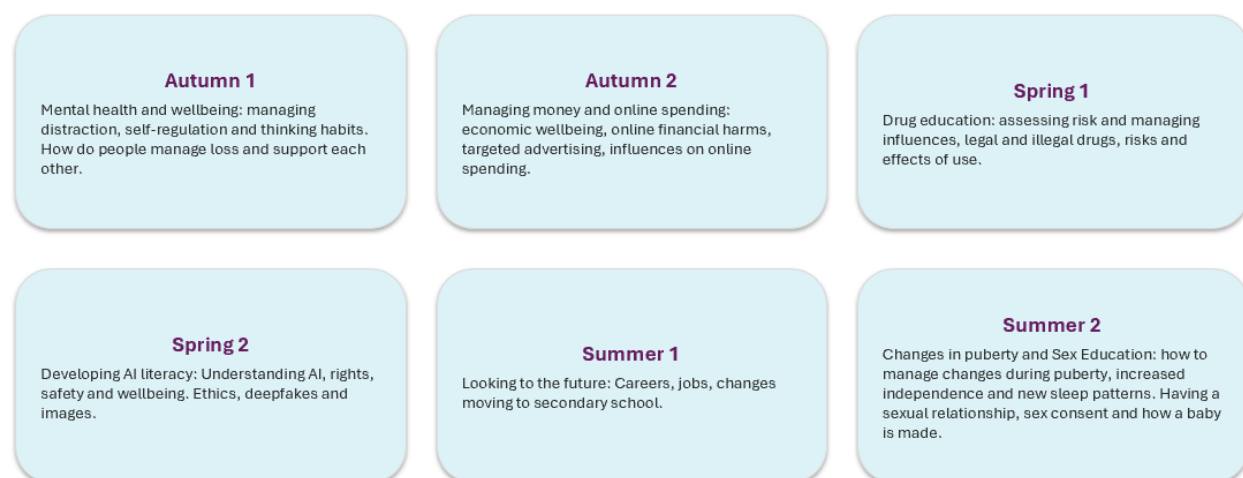
Summer 1

Safe connections: staying safe and managing risks if socialising online. Making the right cyberchoices.

Summer 2

Embedding healthy habits and learning first aid: sun safety, regular exercise, goal setting, first aid sessions.

Year 6



Who delivers RSHE?

This content is delivered by the class teachers, and the school nurses contribute to specific sessions.

Some children, particularly those with SEND may benefit from extra support or smaller group provision. Where this is felt necessary, it will be offered, and the content may be adapted.

Material Sources

- E-bug UKHSA
- NHS, including Eatwell guide
- PHN/School Nursing resources.
- Family Planning Association (FPA)
- CORUM SCARF PSHE
- St Johns Ambulance
- British Red cross
- PSHE association lesson plans
- NSPCC PANTS rule
- Early Help for Mental Health (EH4MH)
- Mental Health Schools Teams (MHST)
- FPA resources Yasmine and Tom
- EH4MH 10 a day poster

Involvement of parents and carers / rights to withdraw

A parents' evening is held prior to the delivery of the RSHE to provide an opportunity to share the lesson plan and content and resources with parents and feedback is encouraged.

The policy is available to parents on the school website. Legislation states that 'Parents have the right to withdraw their children from any and every aspect of sex education that is not taught as part of the statutory curriculum'. As reproduction is being taught as part of the science curriculum and there is no right to withdraw from the science curriculum, however, parents may withdraw their child from the Sex Education lesson content.

Morals and values framework

It is important to reflect on the moral context of the school, and the values it promotes and models through its culture and ethos. The Trust aims to provide pupils with learning experiences that help young people to set their own moral values, which include pupils reflecting on a variety of different issues, viewpoints, dilemmas, situations, and case studies. The Trust aims to equip young people with the language, strategies, skills, and confidence required to behave according to their moral values in new situations.

Relationships, sex and health education will reflect the values of the PSHE and citizenship programme. RSHE will be taught in the context of relationships. In addition, RSHE will promote self-esteem and emotional health and well-being and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community, allowing them as they grow, to make positive choices.

Inclusion and adaption

Included in the delivery of the sessions will be consideration of sexual orientation, gender identity, faith and culture, as part of the school's inclusion approach.

Due to the diversity of families and relationships small group work or one-to-one sessions will be offered to meet individual needs, if required.

Vulnerable children will be offered additional small group targeted sessions with the school nurse, if needed.

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Staff will be careful to ensure that their personal beliefs and attitudes do not influence the teaching of relationships and sex education.

To minimise embarrassment a child might feel, a safe environment will be established to promote confidence in asking questions, although the sessions will be mixed sex, a separate session will be offered to boys and girls to create an environment where they feel comfortable to ask questions. Children will be encouraged to use the correct medical terminology for the body parts to dispel myths and minimise confusion.

A 'Questions' box will be provided for the children to put in questions that they do not feel comfortable asking out aloud.

Staff agree to answer questions as honestly as possible in a safe and sensitive, age-appropriate way. This may involve answering the questions on an individual basis to meet the individual child's needs.

Provision for pubertal children

Sanitary disposal units are located in some of the cubicles within the toilets. School holds sanitary products if needed.

Safeguarding children

Children occasionally make personal disclosures either in class or to individual teachers, if this situation arises it will be dealt with in line with the current Safeguarding Policy and procedures.

Use of visitors

At times, outside visitors, for example school nurses, may be used to enhance the provision of RSHE. If so, they would deliver the sessions in line with the RSHE policy.

Evaluation

Evaluation of the sessions will be sought from the children. The provision for RSHE will be reviewed and evaluated annually.

Relevant policies

This policy should be read in conjunction with all other school policies.

References

DfE: Relationship and Sex Education (RSE) and Health DfE, updated 2026

National Curriculum

Statutory Framework for the Early Years Foundation Stage, setting the standards for learning, development and care for children from birth to five, updated 2026

PSHE association

Further information:

Gov.uk leaflet -

[Relationships, sex and health education: guides for parents - GOV.UK](#)

NSPCC Pants rule-

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>