



LEIGH
Academies Trust



Leigh Academy
Bearsted

Relationships, Health and Sex Education Policy

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Leigh Academy Bearsted considers that Relationship and Sex Education (RSE) is an integral part of the Personal, Social and Health Education (PSHE) and Citizenship curriculum, and is linked to Science. The IB Primary Years Programme supports this learning in context whilst enabling pupils to have agency and take action. We aim to offer pupils a carefully planned programme on human development, relationships, and family life within a safe, supportive atmosphere. We also see this as a fundamental part of safeguarding the children within our care.

1. Aims:

The aims of relationships and sex education (RSE) within our academy are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

2. Statutory requirements

As a primary academy, Leigh Academy Bearsted is required to provide Relationships Education to all pupils in accordance with Section 34 of the Children and Social Work Act 2017 and the DfE Statutory Guidance: *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (July 2025).

We ensure full coverage of the National Curriculum, including the statutory requirement to teach Science. This includes the elements of sex education that form part of the Science curriculum.

In delivering RSE, the academy complies with the guidance issued by the Secretary of State, as outlined in Section 403 of the Education Act 1996.

At Leigh Academy Bearsted, RSE is taught in line with this policy.

3. Definition

Relationships and Sex Education (RSE) supports the emotional, social and cultural development of pupils. It includes learning about relationships, physical and emotional changes, how humans reproduce, healthy lifestyles, diversity and personal identity.

RSE is a key aspect of safeguarding, as it helps pupils develop an understanding of the world around them and how to keep themselves safe.

RSE involves both the sharing of factual information and the exploration of issues and values. It is not about the promotion of sexual activity.

4. Curriculum

In line with statutory requirements, our curriculum specifically addresses the following key areas:

4.1: Sexual harassment and sexual violence

At Leigh Academy Bearsted, we prioritise the development of foundational knowledge and skills to help pupils understand what constitutes sexual harassment and sexual violence.

We teach all pupils to:

- Recognise emotional, physical and sexual abuse.
- Understand personal boundaries, privacy, and their rights over their own bodies.
- Seek help and report concerns or risks to trusted and appropriate adults.

4.2: Online relationships and safety

By the end of Key Stage 2, every pupil will be taught to think critically, understand boundaries and recognise risks in online interactions.

Through effective teaching and learning, we ensure that:

- Children understand that the same principles of respectful behaviour apply to both online and face-to-face relationships, including showing respect for others online even when users are anonymous.
- Children understand the importance of not putting pressure on others to share information or images online and are equipped with strategies to resist peer pressure.
- Children are able to critically evaluate their online relationships and sources of information. They understand that people may behave differently online, including pretending to be someone else or pretending to be a child, and that this can lead to unsafe situations.
- Children can recognise harmful online content and contact and know how to report concerns. Pupils understand where to go for advice and support if they feel worried about content they have seen or engaged with online.
- Children understand the permanence of online content and the risks associated with sharing material online, including the lack of control over where content may end up and the inability to ensure it is deleted everywhere.
- Children understand how to use privacy and location settings appropriately to protect their personal information online.
- Children understand the law relating to minimum age requirements for many online platforms, including social media, and that these restrictions exist to protect them from inappropriate content or unsafe contact.

4.3: Wellbeing and Health Risks

By the end of Key Stage 2, every pupil will be taught to think critically, understand boundaries and recognise risks in online interactions.

Through effective teaching and learning, we ensure that:

- Children are able to discuss the benefits of limiting time spent online and the risks associated with excessive use of electronic devices.
- Children understand how both positive and negative online content can impact their mental and physical wellbeing.

- Children are able to discuss how online relationships can complement in-person relationships, while also understanding why online relationships are unlikely to be a suitable substitute for high-quality face-to-face relationships.
- Children understand the risks associated with online gaming, including video game monetisation, scams, fraud and other financial harms, and recognise that gaming can become addictive.
- Children learn that they have rights in relation to sharing personal data, privacy and consent.
- Children understand that they may experience feelings of isolation and loneliness, and they know there is no shame in feeling this way.
- Children are taught how to seek support and understand the benefits of doing so.

4.4: RSE Curriculum

Our RSE curriculum is set out in Appendix 1 and may be adapted as necessary. Early Years Foundation Stage (EYFS) requirements are covered through the EYFS curriculum.

At Leigh Academy Bearsted, RSE is taught as an integral part of a planned PSHE curriculum.

Primary sex education is taught in Year 6 and focuses on:

- Preparing boys and girls for the physical and emotional changes that adolescence brings, building on learning from Year 5.
- Understanding how a baby is conceived and born.

Parents will be informed in advance when this aspect of sex education is taught. This enables parents to discuss any specific concerns with the class teacher or Principal, or to consider whether to exercise their right to withdraw their child from these lessons.

5. Delivery of RSE

RSE is delivered primarily through the PSHE education curriculum. The biological aspects of RSE are taught within the Science curriculum, while other aspects are included within Religious Education (RE).

Pupils may also receive stand-alone sex education sessions that are developmentally appropriate for the cohort.

Relationships education focuses on the fundamental building blocks and characteristics of positive relationships, including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

In Year 2, pupils learn the correct names for body parts, including *penis*, *vulva*, *vagina*, *testicles*, *scrotum*, and *nipples*. Learning accurate terminology helps younger pupils to understand their bodies, look after themselves, and stay safe. Pupils also develop an understanding of how the human body grows and changes from birth to old age.

In Year 5, pupils learn about the changes associated with puberty. This learning is statutory and forms part of the Science curriculum and Health Education requirements. Pupils learn about physical and emotional changes during puberty, including the menstrual cycle, to ensure girls are prepared for the onset of periods. Parents do not have the right to withdraw their child from Health Education.

In **Year 6**, pupils revisit learning about puberty and are also taught how a baby is conceived and born. Parents and carers have the right to withdraw their child from some or all of these non-statutory lessons.

Requests for withdrawal will be automatically granted by the Principal, Mrs Tipple.

Parents and carers have full access, on request, to all curriculum materials used to teach Relationships, Sex and Health Education (RSHE). They are welcome to discuss any aspect of the curriculum with a Senior Leader. All requests should be addressed via cro@bearsted.latrust.org.uk.

Further information about the PSHE/RSE curriculum can be found in Appendix 1.

These areas of learning are taught within the context of family life, ensuring that no child is stigmatised because of their home circumstances. Families may include single-parent families, LGBT parents, families headed by grandparents, adoptive parents, or foster parents/carers, among other structures. Teaching also reflects sensitively that some children may have different support arrangements, such as looked-after children or young carers.

A safe learning environment is created by establishing clear ground rules for participation, including respect, openness, confidentiality (with the understanding that safeguarding concerns will be shared with the Designated Safeguarding Lead), and kindness.

Pupils are given opportunities to ask questions, including through the use of anonymous question boxes. This helps ensure that questions beyond statutory content are handled appropriately and do not cause discomfort. Leigh Academy Bearsted's protocol for unanswered questions is to advise pupils to discuss them with a parent, carer, or another trusted adult. This protocol also applies to pupils who ask questions about sex education topics, even if they have been withdrawn from those lessons.

Distancing techniques, such as the use of books, videos or dolls, are used to support learning and allow pupils to ask questions while reducing embarrassment or distress.

6. Delivery of RSE for Pupils with SEND

Most pupils with SEND are expected to access RSE lessons in the same way as their peers. Where appropriate, key vocabulary will be identified in advance and supported with visual symbols.

For pupils whose developmental understanding is significantly below that of their peers, adapted one-to-one sessions will be provided by a pastoral member of staff in response to individual needs.

7. Roles and Responsibilities

7.1 The Governing Board

The governing board approves the RSE policy and holds the Principal to account for its implementation.

7.2 The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the academy and for managing requests to withdraw pupils from non-statutory components of RSE.

The Principal ensures that the academy complies with the Equality Act 2010, under which religion or belief is recognised as a protected characteristic, and ensures transparency when content reflects religious beliefs.

7.3 Staff

Staff are responsible for:

- Delivering the teaching of RSE sensitively, including being respectful of the religious backgrounds of all pupils.
- Modelling positive attitudes towards RSE.
- Monitoring pupil progress.
- Responding to the needs of individual pupils, including those with SEND.
- Responding appropriately to pupils who are withdrawn from non-statutory components of RSE.

Staff do not have the right to opt out of teaching RSE. Any concerns should be discussed with the

Principal.

7.4 Pupils

Pupils are expected to engage fully in RSE and to treat others with respect and sensitivity during discussions.

7.5 Parents

In line with statutory guidance, parental views are gathered to support the development of both the RSE curriculum and this policy. This ensures that parents' views are considered in curriculum design and delivery.

This process is regularly reviewed to ensure continuous improvement and prevent the policy or curriculum from becoming static.

Parents are welcome to view a representative sample of the resources used to teach RSE via the provided link.

8. Parents' Right to Withdraw

Parents do not have the right to withdraw their child from Relationships Education or Health Education.

Parents may withdraw their child from the non-statutory elements of sex education within RSE, specifically lessons on how a baby is conceived and born. All withdrawal requests will be automatically granted by the Principal, except where content is taught as part of the Science curriculum.

Requests for withdrawal must be submitted in writing using the form in Appendix 2 and addressed to the Principal. Alternative work will be provided for pupils who are withdrawn.

9. Training

Staff receive training on the delivery of RSE as part of their continuing professional development.

The Principal may also invite external professionals, such as school nurses or sexual health specialists, to provide additional training or support.

Leigh Academy Bearsted currently delivers RSE teaching and learning without the support of external providers. If this were to change, parents would have full access to all teaching materials in line with statutory guidance

10. Monitoring Arrangements

The delivery of RSE is monitored by the Physical, Personal and Social Education Hub and the Principal through:

- Collaborative planning
- Learning walks
- Staff and pupil voice

Pupils' development in RSE is monitored by class teachers as part of the academy's internal assessment systems.

This policy is reviewed annually by the RSE lead and is approved by the Principal at each review.

Appendix 1: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
<p>Families and people who care about me</p>	<ul style="list-style-type: none"> ● That families are important for children growing up because they can give love, security and stability ● The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives ● That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care ● That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up ● That marriage, including civil partnerships, represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong ● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed <ul style="list-style-type: none"> ● How change and loss, including bereavement, can provoke a range of feelings and that grief is a natural response.
<p>Caring friendships</p>	<ul style="list-style-type: none"> ● How important friendships are in making us feel happy and secure, and how people choose and make friends ● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties ● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded ● That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right ● How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships	<ul style="list-style-type: none"> ● The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs ● Practical steps they can take in a range of different contexts to improve or support respectful relationships ● The conventions of courtesy and manners ● The importance of self-respect and how this links to their own happiness ● That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority ● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help ● What a stereotype is, and how stereotypes can be unfair, negative or destructive. <i>*Leigh Academy Bearsted will avoid language and activities which repeat or enforce gender stereotypes.</i> ● The importance of permission-seeking and giving in relationships with friends, peers and adults <ul style="list-style-type: none"> ● How to recognise the risks around exposure to misogynistic influencers (such as the ‘mansphere’ and ‘incel culture’).
Online relationships	<ul style="list-style-type: none"> ● That people sometimes behave differently online, including by pretending to be someone they are not ● That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous ● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them ● How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met ● How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> ● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) ● About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe ● That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact ● How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know ● How to recognise and report feelings of being unsafe or feeling bad about any adult ● How to ask for advice or help for themselves or others, and to keep trying until they are heard ● How to report concerns or abuse, and the vocabulary and confidence needed to do so ● Where to get advice e.g. family, school and/or other sources

PSHE (including relationship, health and sex education) curriculum map -follow links

YEAR 1	LAB Year 1 PSHE/RSE Curriculum
YEAR 2	LAB Year 2 PSHE/RSE Curriculum
YEAR 3	LAB Year 3 PSHE/RSE Curriculum

YEAR 4	LAB Year 4 PSHE/RSE Curriculum
YEAR 5	LAB Year 5 PSHE/RSE Curriculum
YEAR 6	LAB Year 6 PSHE/RSE Curriculum
MEDWAY RSE Scheme of Work	Medway RSE Scheme of Work

Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS	
Name of child	Class
Name of parent	Date
Reason for withdrawing from sex education within relationships and sex education	

Any other information you would like the school to consider
Parent signature:
Date:

TO BE COMPLETED BY THE ACADEMY	
Agreed actions from discussion with parents	<i>Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships and health lessons and during the sex education lessons, he will be working independently on a project in the Year 6 classroom.</i>