

Leverton Church of England Academy



RSHE (Relationships, Sex and Health Education) Policy

Statement of Intent

At Leverton Church of England Academy our Christian vision shapes all we do. We provide our children with opportunities to flourish spiritually, academically and as confident individuals. We believe that all children deserve to be treated with dignity and respect.

We deliver a comprehensive, age-appropriate, evidence-informed Relationships, Sex and Health Education (RSHE) programme within our wider PSHE curriculum. Relationships Education and Health Education are statutory in primary education. Sex education is not compulsory in primary schools, but this school chooses to provide a defined programme in Year 6, in consultation with parents and with the statutory right to request withdrawal clearly explained.

Our curriculum is designed to:

- help pupils develop the knowledge, vocabulary, attitudes and practical skills they need to build healthy relationships, protect themselves and others, manage risks, make informed decisions, support their physical and mental health, and prepare for the opportunities, responsibilities and experiences of later life.
- promote positive mental health and wellbeing and reduce stigma around health and emotional difficulties
- teach pupils how to recognise healthy, respectful relationships and unhealthy, harmful or abusive behaviour
- develop pupils' understanding of consent, boundaries, privacy, bodily autonomy, permission-seeking and help-seeking
- equip pupils to stay safe online and offline, including in relation to harmful content, harmful contact, scams, image-sharing, deepfakes and emerging technology
- teach factual, age and developmentally appropriate knowledge about puberty, menstruation, reproduction and the human body
- promote equality, dignity, inclusion and respect, and challenge bullying, prejudice, stereotypes, sexism, misogyny, homophobia and other discriminatory behaviour
- support pupils with practical knowledge about healthy eating, physical activity, sleep, hygiene, oral health, medicines, drugs, alcohol, tobacco and vaping, vaccination, sun safety, personal safety and first aid
- ensure provision is accessible to pupils with SEND and responsive to individual developmental needs
- work transparently with parents and carers, including consultation on the policy and clear information about content and withdrawal rights
- maintain a strong safeguarding culture in which disclosures and concerns arising from RSHE are responded to in line with the school's safeguarding procedures

Legal and Statutory Framework

This policy is written with regard to the following legislation and statutory guidance:

- Education Act 2002, including section 80A;

- Education Act 1996, including section 403;
- Children and Social Work Act 2017;
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019;
- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, revised July 2025 for introduction from 1 September 2026;
- Equality Act 2010 and the Public Sector Equality Duty, as applicable;
- SEND Code of Practice: 0 to 25 years;
- National Curriculum for England, including statutory science content relating to the human body, growth, puberty and reproduction;
- Keeping Children Safe in Education 2026, effective from 1 September 2026;
- DfE safeguarding guidance and advice concerning sexual violence and sexual harassment between children;
- Ofsted renewed Education Inspection Framework and school inspection toolkit/operating guidance in force from 2026.

This policy should be read in conjunction with the following policies:

- Teaching and Learning
- Behaviour Policy
- Child Protection
- Anti-bullying
- Special Educational Needs
- Mental Health & Wellbeing
- SEND policy
- E-safety
- Equality information and objectives

The statutory framework requires primary schools to teach Relationships Education and Health Education. Parents do not have a right to withdraw their child from Relationships Education, Health Education or science curriculum content. Where a primary school teaches sex education beyond the science curriculum, parents have a right to request withdrawal from that sex education.

Our wider PSHE provision also addresses personal, social, health, economic and citizenship learning that is not itself a separate statutory RSHE requirement. This wider provision contributes to pupils' personal development and wellbeing.

Lead members of staff

- Designated safeguarding leads – Mrs R Longworth, Mrs C Elsom, Mrs L Whyles, Mrs V Gray
- Special Educational Needs Co Ordinator – Mrs L Whyles

- Mental health lead – Mrs A Hodgson
- RSHE lead – Mrs A Hodgson

Curriculum

At Leverton Church of England Academy, PSHE and RSE are delivered through a planned whole-school curriculum following the Kapow Primary scheme of learning. The units are revisited as pupils move through the school so that learning is developed rather than repeated. Teachers use the Kapow sequence as the core curriculum and adapt or supplement lessons where necessary to reflect pupils' needs, local safeguarding priorities and the statutory RSHE requirements. RSHE is delivered through weekly PSHE lessons in each class, supplemented where appropriate by science, computing, PE, assemblies, pastoral work, safeguarding education and carefully selected external provision.

Our curriculum ensures:

- Age and developmentally appropriate content is carefully sequenced and adapted to pupils' maturity, prior knowledge, needs and local context
- All pupils, including pupils with SEND, are entitled to high-quality RSHE. Reasonable adjustments, differentiated resources, visual supports, explicit vocabulary and additional adult support are used where appropriate.
- Factual content is checked against reliable sources and national guidance.
- Teaching uses discussion, scenarios, role play where appropriate, distancing techniques, anonymous question opportunities and clear ground rules.
- Pupils are taught how to recognise and report abuse and unsafe situations. Staff understand that sensitive lessons may prompt disclosures and follow safeguarding procedures.
- Teaching focuses on healthy norms, self-respect, kindness and practical protective behaviours without creating unnecessary alarm or normalising harmful behaviour.
- The school's Christian character informs its ethos, while teaching reflects the law and respects pupils' differing backgrounds, beliefs and family circumstances.
- RSHE is reinforced through behaviour, safeguarding, online safety, attendance, inclusion, pastoral support, science, PE, computing and other relevant curriculum areas.
- The school may need to address emerging risks or issues affecting pupils. Where teaching materially departs from the published programme, parents will be informed in advance and practicable and relevant materials will be made available.

Reception follows the Early Years Foundation Stage curriculum. PSHE and RSE provision supports Personal, Social and Emotional Development, Communication and Language and Physical Development, with pupils developing the foundations for emotional regulation, relationships, resilience, listening, family and friendships, and wellbeing.

Statutory Curriculum Coverage and Progression

- Sex Education: the Year 6 unit asks “How do people become parents and carers?” and forms the school’s additional primary sex education programme. It remains distinct from statutory science and statutory Relationships and Health Education.
- Staying Safe: pupils progress from recognising everyday safety issues and making safe choices towards identifying signs of safe and unsafe situations and applying personal safety strategies as they grow up.
- Healthy Protection: pupils develop knowledge and skills for preventing illness and injury and responding appropriately when illness or injury occurs.
- Growing Up: pupils progress from respecting and caring for their bodies as they grow towards understanding physical and emotional changes and developing strategies for managing those changes.
- Citizenship: pupils progress from helping others and the environment towards understanding community, rights and responsibilities, careers, responsible spending, making a difference and protecting everyone’s rights.
- The Online World: pupils progress from understanding how they spend time online and basic online safety towards communicating appropriately, deciding what to trust online, recognising influence and reflecting on how online content affects their feelings and behaviour.
- Connecting with Others: pupils progress from special relationships, family and friendships towards safe, kind and inclusive relationships, respect, healthy relationships, standing up for themselves and others, and appropriate help-seeking.
- My Healthy Self: pupils progress from identifying and managing feelings and developing healthy routines, towards understanding physical and mental health, making healthy choices and considering how present choices shape future health.

Sex Education in Primary School

Relationships Education and Health Education are statutory. Sex education is not compulsory in primary schools. Leverton Church of England Academy chooses to teach an age-appropriate programme in Year 6 because we consider it important for safeguarding, preparation for puberty and transition, and preparation for later education.

Content is delivered through statutory science, Relationships Education/Health Education and the additional Year 6 sex education unit.

- Science content: pupils cannot be withdrawn from statutory science. This includes relevant content about body parts, growth, puberty and reproduction.
- Relationships/Health Education: pupils cannot be withdrawn.
- Additional Year 6 sex education: parents may request withdrawal. In primary schools the headteacher must automatically grant the request, except for content forming part of science.
- Before the unit, parents will receive clear information about the content, purpose, timing and materials and will be offered an opportunity to ask questions.
- Parents may view the curriculum materials on request.
- If a pupil is withdrawn, the school will provide appropriate, purposeful education during the lesson(s).

- The school will explain that children cannot be withdrawn from statutory science content even where the subject matter overlaps with the sex education programme.

The Year 6 unit will not promote or encourage sexual experimentation. It will use medically/scientifically accurate language, emphasise respect, responsibility, safety and healthy relationships, and will not teach content beyond the school's published programme unless a safeguarding or emerging-risk situation requires a responsive lesson. Any significant deviation will be handled in line with the DfE guidance and parental communication requirements.

Handling Questions, Sensitive Content and Disclosures

- Teachers establish ground rules and use age-appropriate language and distancing techniques.
- Pupils may submit questions anonymously where appropriate.
- Teachers answer questions factually, briefly and in accordance with the published curriculum. They do not provide unnecessary detail.
- If a question falls outside the curriculum, the teacher may explain that it is not part of the planned lesson and will seek advice from the RSHE Lead/DSL where appropriate.
- Questions that reveal a safeguarding concern are not treated as merely academic questions; staff follow safeguarding procedures immediately.
- Teachers do not promise confidentiality. Pupils are reminded that adults may need to share information to keep them safe.
- Where a pupil discloses abuse, exploitation, harmful sexual behaviour, sexual harassment, domestic abuse or another safeguarding concern, the member of staff follows the Child Protection/Safeguarding Policy and informs the DSL without delay.
- Teaching explicitly reinforces that abuse is never the victim's fault and that pupils should keep asking for help until they are heard.

Equality, Inclusion, Faith and SEND

Leverton C of E Academy complies with the Equality Act 2010 and the SEND Code of Practice. RSHE is for every pupil and will be accessible to pupils with SEND through appropriate differentiation and reasonable adjustments.

- Family diversity is represented positively, including single-parent, same-sex parent, foster, adoptive, kinship and grandparent-led families, without stigmatising pupils.
- Teaching promotes equality and respect and challenges stereotypes, sexism, misogyny, homophobia, discriminatory language and bullying.
- Content concerning sexual orientation and LGBT people is integrated sensitively and age-appropriately within Relationships Education, in line with the statutory guidance and Equality Act.
- The school will consider the needs and vulnerabilities of pupils with SEND, including increased vulnerability to exploitation, bullying or abuse.
- Where individual circumstances require a different developmental pathway, the SENCO, DSL and relevant professionals will be involved as appropriate.

Online Safety and Emerging Technology

Online safety is taught as a thread through RSHE and PSHE and is reinforced through computing and safeguarding education. Content includes:

- privacy, location settings and safe sharing of personal information;
- online friendships, fake identities and harmful contact;
- age restrictions for social media, apps, games and gambling-related services;
- cyberbullying, harassment, stalking, coercive/control behaviours and reporting routes;
- image-sharing and the serious legal and safeguarding risks associated with indecent or sexual images of under-18s;
- deepfakes and AI-generated content, including the possibility of fabricated or manipulated images and videos;
- pornography as inappropriate/harmful content which can distort expectations and attitudes, taught only at an age-appropriate level and within safeguarding/RSHE boundaries;
- scams, fraud, sextortion and how to seek help without fear of being blamed;
- AI chatbots and risks such as fake intimacy or harmful advice;
- the impact of excessive screen use, online conflict, gaming and monetisation on wellbeing.

Health and Wellbeing

- Physical activity, time outdoors and the relationship between physical and mental health.
- Healthy eating, nutrition, calories, meal planning and a healthy relationship with food.
- Sleep, including age-appropriate sleep needs and practical strategies to improve sleep.
- Dental health: brushing twice daily with fluoride toothpaste, cleaning between teeth and regular dental checks.
- Personal hygiene, germs, bacteria and viruses and effective handwashing.
- Mental health, emotional vocabulary, normal worries and low mood, loneliness, bereavement, resilience and early help.
- Puberty and menstruation, including sensitive arrangements for period products and appropriate language such as period pads and menstrual products.
- Sun safety and reducing risk of skin damage.
- Vaccination and immunisation, taught factually and with reference to scientific evidence and the timing of relevant vaccinations.
- Medicines and responsible use.
- Alcohol, smoking, vaping, drugs and nicotine products, including nicotine pouches and addiction.
- Personal safety including fire, roads, railways, level crossings and water safety.
- Basic first aid and emergency calls, including the importance of reporting incidents rather than filming them.

Teaching Approaches, Resources and External Providers

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- All resources are reviewed for age appropriateness, accuracy, accessibility, safeguarding implications and alignment with this policy.
- Parents can request to view curriculum materials.

- Staff teaching sensitive content receive appropriate safeguarding guidance and support.
- Teaching is interactive and participative, but pupils are never required to disclose personal experiences.

Parents, Carers and Community Engagement

Parents and carers are recognised as the first and most important educators of their children in relationships and health. The school will proactively consult parents when developing and reviewing this policy and will explain what will be taught and when.

- The current policy will be published on the school website and made available on request.
- Parents will receive advance information about the Year 6 sex education unit.
- Parents may request to view relevant curriculum materials.
- The school will provide opportunities for questions and discussion where appropriate.
- Parents will be informed where there is a significant planned change to the published programme or where emerging safeguarding needs require responsive teaching, subject to the need to act promptly to safeguard pupils.

Assessment

Assessment is used to identify what pupils know, understand and can apply, rather than to grade personal beliefs, attitudes or private experiences.

- Teachers use retrieval, discussion, questioning, scenarios, quizzes, written work and end-of-unit activities.
- Assessment identifies gaps in statutory knowledge and informs subsequent teaching.
- Teachers record progress against the school's PSHE/RSHE learning intentions and statutory outcomes.
- Pupil voice is used to evaluate whether learning is understood, relevant and safe.
- Assessment information is shared appropriately between teachers to support continuity and transition.

Monitoring, Evaluation and Governance

The RSHE Lead will monitor implementation throughout the year and report to the Headteacher and governing body. Governors are responsible for ensuring that RSHE is well led, planned, resourced, timetabled, accessible and subject to regular self-evaluation.

Monitoring will include:

- learning walks;
- scrutiny of curriculum maps and statutory coverage;
- pupil voice
- staff feedback and confidence checks;
- assessment information and identified gaps;
- parent feedback and consultation;
- review of safeguarding concerns and emerging local issues relevant to RSHE;
- annual review of resources and external providers;
- annual policy review and governor approval.

Monitoring will focus on the impact of provision on pupils' knowledge, skills, confidence and safety.

Safeguarding and Child Protection

RSHE is an important component of the school's safeguarding culture. The policy must be read alongside the current Child Protection/Safeguarding Policy and KCSIE 2026.

- Pupils are taught how to recognise and report emotional, physical and sexual abuse, neglect, harmful sexual behaviour, sexual harassment and unsafe relationships at an age-appropriate level.
- Pupils learn how to seek help from trusted adults and relevant services and are encouraged to keep trying until they are heard.
- Reports and disclosures are handled in accordance with the school's safeguarding procedures; staff do not investigate beyond their role.
- The DSL and safeguarding team monitor themes arising from RSHE and use them to inform whole-school safeguarding and curriculum planning.
- The school's response to sexual harassment, sexual violence, harmful sexual behaviour, online harms, exploitation and other safeguarding concerns is not dependent on the pupil having received a particular RSHE lesson.
- Pupils are taught that protective strategies can reduce risk but that responsibility for abuse remains with the perpetrator, not the child.

Roles and Responsibilities

Headteacher

- ensures statutory requirements are met and the policy is implemented;
- ensures staff have appropriate support and training;
- considers and records parental withdrawal requests;
- ensures safeguarding concerns are dealt with appropriately.

RSHE Lead

- leads curriculum planning, sequencing, monitoring and evaluation;
- maintains the statutory coverage map and resources;
- supports staff with sensitive content and emerging issues;
- reports to senior leaders and governors.

DSL/Safeguarding Team

- provides safeguarding advice and responds to disclosures;
- supports curriculum planning where safeguarding risks are identified;
- ensures staff follow KCSIE and the Child Protection/Safeguarding Policy.

Teachers

- deliver planned content accurately and sensitively;
- adapt teaching for pupils' needs;
- follow the school's question, confidentiality and safeguarding procedures;
- identify and report concerns.

SENCO

- supports accessibility and reasonable adjustments;

- advises on differentiated approaches for pupils with SEND.

Governors

- approve and review the policy;
- ensure the school meets its legal obligations;
- monitor the quality and impact of provision;
- ensure parents receive clear information.

Policy Review and Publication

This policy will be reviewed at least annually and sooner if statutory guidance, safeguarding guidance, legislation or significant local needs change. The review will include consideration of pupil voice, parent consultation, staff feedback, curriculum impact and statutory coverage.

The policy will be approved by the governing body and published on the school website. The school will maintain an accessible record of curriculum plans, resources, consultation, monitoring and review activity to demonstrate implementation.