LONDON SOUTH EAST ACADEMIES TRUST

Relationship & Sex Education Policy

Belmont Academy

Responsible post holder	Deputy Headteacher
Approved by / on	Headteacher, September 2026
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1. Aims

The aims of relationships and sex education (RSE) at our school 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, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities At Belmont Academy, we teach RSE as set out in this policy.

3. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

4. Curriculum

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

Primary sex education is taught as reproduction and changes (including puberty) in line with the National Curriculum for Science in KS2.

For more information about our curriculum, see our curriculum map in Appendix 1.

5. Delivery of RSE

RSE is mainly taught within the personal, social, health and economic (PSHE) education curriculum (using the Kapow Scheme of Learning). PSHE sessions (which include the majority of RSE) is taught in weekly 30 minute blocks or fortnightly hour blocks.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education focuses on teaching 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

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to make sure 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 and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, lookedafter children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

5.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences

During lessons, makes pupils feel:

- Safe and supported
- Able to engage with the key messages We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed

5.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate,

given the age, developmental stage and background of our pupils ○ Are evidence-based and contain robust facts and statistics ○ Fit into our curriculum plan ○ Are from credible sources

- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

6. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
    - Are age-appropriate
    - Are in line with pupils' developmental stage ○ Comply with:
        - This policy
        - The Teachers' Standards
        - The Equality Act 2010
        - The Human Rights Act 1998
        - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
    - What they're going to say
    - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers We

won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

7. Roles and responsibilities

7.1 The governing board

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to the headteacher.

7.2 The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (if required).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

7.4 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

As we only teach reproduction and changes in bodies, in line with statutory elements of the National Curriculum for Science, parents do not have the right to withdraw.

9. Training

Necessary staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher or appropriately delegated individual may also invite visitors from outside the school to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the deputy headteacher through:

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

This policy will be reviewed by the deputy head teacher annually. At every review, the policy will be approved by the headteacher.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Relationship Education					
		Family	**Friendships**	**Respectful relationships**	**Change and loss**
EYFS	**Skills**	Learning how to talk about our families and discussing why we love them. Talking about people that hold a special place in my life.	Developing strategies to help when sharing with others. Exploring what makes a good friend.	Thinking about what it means to be a valued person. Exploring the differences between us that make each person unique. Considering the perspectives and feelings of others. Learning to work as a member of a team. Developing listening skills.	
	Knowledge	To name and describe the different members of our families. To understand that all families are valuable and special.	To know that we share toys so that everyone feels involved and no one feels left out or upset.	To understand that different people like different things. To understand that all people are valuable. To know that it is important to help, listen and support others when working as a team. To know that it is important to tell the truth.	

Year 1	**Skills**	Exploring how families are different to each other.	Exploring how friendship problems can be overcome. Exploring friendly behaviours.	Recognising how other people show their feelings. Identifying ways we can care for others when they are sad. Exploring the ability to successfully work with different people.	
	Knowledge	To understand that families look after us. To know some words to describe how people are related (eg. aunty, cousin). To know that some information about me and my family is personal.	To understand some characteristics of a positive friendship. To understand that friendships can have problems but that these can be overcome.	To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.	
Year 2	**Skills**	Understanding ways to show respect for different families. Understanding that families offer love, care and support.	Understanding difficulties in friendships and discussing action that can be taken.	Learning how other people show their feelings and how to respond to them. Exploring the conventions of manners in different situations.	Exploring how loss and change can affect us.
	Knowledge	To know that families can be made up of different people. To know that families may be different to my family.	To know some problems which might happen in friendships. To understand that some problems in friendships might be more serious and need addressing.	To understand some ways people show their feelings. To understand what good manners are. To understand some stereotypes related to jobs.	To know that there are ways we can remember people or events.

Year 3	**Skills**	Learning that problems can occur in families and that there is help available if needed.	Exploring ways to resolve friendship problems. Developing an understanding of the impact of bullying and what to do if bullying occurs.	Identifying who I can trust. Learning about the effects of non verbal communication. Exploring the negative impact of stereotyping.	
	Knowledge	To know that I can talk to trusted adults or services such as Childline if I experience family problems.	To know that bullying can be physical or verbal. To know that bullying is repeated, not a one off event. To know that violence is never the right way to solve a friendship problem	To know that trust is being able to rely on someone and it is an important part of relationships. To know the signs of a good listener. To understand how to listen carefully and why listening is important. To understand that there are similarities and differences between people. To understand some	
				stereotypes related to age.	
Year 4	**Skills**	Using respectful language to discuss different families.	Exploring physical and emotional boundaries in friendships.	Exploring how my actions and behaviour can affect other people.	Discussing how to help someone who has experienced a bereavement.
	Knowledge	To know that families are varied in the UK and across the world.	To understand the different roles related to bullying including victim, bully and bystander. To understand that everyone has the right to decide what happens to their body.	To understand the courtesy and manners which are expected in different scenarios. To understand some stereotypes related to disability.	To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.

Year 5	**Skills**	Identifying ways families might make children feel unhappy or unsafe.	Exploring the impact that bullying might have. Exploring issues which might be encountered in friendships and how these might impact the friendship.	Exploring and questioning the assumptions we make about people based on how they look. Exploring our positive attributes and being proud of these (selfrespect).	
	Knowledge	To know that marriage is a legal commitment and is a choice people can make. To know that if I have a problem, I can call ChildLine on 0800 1111.	To know what attributes and skills make a good friend. To understand what might lead to someone bullying others. To know what action a bystander can take when they see bullying.	To understand that positive attributes are the good qualities that someone has. To know that stereotypes can be unfair, negative and destructive. To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.	
Year 6	**Skills**		Identifying ways to resolve conflict through negotiation and compromise.	Discussing how and why respect is an important part of relationships. Identifying ways to challenge stereotypes.	Exploring the process of grief and understanding that it is different for different people.
	Knowledge		To know that a conflict is a disagreement or argument and can occur in friendships. To understand the concepts of negotiation and compromise.	To understand what respect is. To understand that everyone deserves respect but respect can be lost. To understand that stereotypes can lead to bullying and discrimination.	To understand that loss and change can cause a range of emotions. To know that grief is the process people go through when someone close to them dies.

The Changing Body (including Adolescence)		
EYFS	**Skills**	
	Knowledge	
Year 1	**Skills**	
	Knowledge	
Year 2	**Skills**	
	Knowledge	To know the names of parts of my body including private parts.
Year 3	**Skills**	
	Knowledge	
Year 4	**Skills**	Discussing some physical and emotional changes during puberty.
	Knowledge	To understand the physical changes to both male and female bodies as people grow from children to adults.
Year 5	**Skills**	Learning about the emotional changes during puberty. Identifying reliable sources of help with puberty.
	Knowledge	To understand the process of the menstrual cycle. To know the names of the external sexual parts of the body and the internal reproductive organs. To know that puberty happens at different ages for different people.
Year 6	**Skills**	Discussing problems which might be encountered during puberty and using knowledge to help.
	Knowledge	To understand how a baby is conceived and develops.