



Leigh Academy
Longfield

PSHE Policy
including
Relationships and Sex Education

October 2025

Parental Consultation: 11th September 2025

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PSHE Policy *including* Relationships and Sex Education

Aims

The aim of Personal, Social, Health and Economic (PSHE) education at Leigh Academy Longfield is to ensure our students are equipped with the knowledge to make safe and informed decisions to live a healthy life, form positive relationships, achieve personal success, and be knowledgeable of risks online and in the real world so that they are able to contribute positively to a democratic society.

To achieve this we have centred our PSHE, assembly and tutor time curriculum around the key concepts below:

- Module one: Belonging
- Module two: Respect
- Module three: Aspiration
- Module four: Care
- Module five: Community
- Module six: Reflection

As part of this, students will cover the following content:

Core Units	Students will learn...
Transition	...ensuring students are introduced successfully into each stage of their secondary education.
Independence and Healthy Living	...exploring ways of healthy living, both physically and mentally. Teaches students age appropriate independence and ways to keep safe.
Community	...about the wider community around us and how we can promote equality and inclusion. Considers what it means to be part of a community and explores the importance of fundamental British values.
Identity	...considers why identity is important to society including the diversity of society. Links to protected characteristics and the equality act 2010.
Online Safety	...about the online world and how it runs parallel with the real world, so that we can navigate it safely. Please view our Online Safety Strategy for more detail.
Careers	...the vital role our careers and personal ambitions play in determining the quality of our life, wellbeing and personal feeling of fulfilment, achievement and success. Please view our Careers Policy for more detail.
Relationships	...that healthy relationships play a key role in our life and overall well being. To understand the different types of relationships, how to maintain positive relationships and identify unhealthy relationships. Relationships education is compulsory for all students and follows the DFE statutory guidance of 2021.
Body Awareness	...the importance of body autonomy including consent. Students learn about bodily changes through puberty and the importance of positive body image.
Wellbeing	...focusing on physical and mental wellbeing including rights and responsibilities.
Life Skills	...skills that will help young people be positive citizens such as first aid and budgeting.

Desired Outcome

Through the delivery of our PSHE and RSE Curriculum, our students will:

- Be aware of safety issues in the real world and online
- Have respect, and develop good relationships with others and the wider community
- Understand the characteristics of a healthy and safe relationship
- Have an understanding of the importance of health and hygiene
- Be positive and active members of a democratic society
- Develop the self-confidence and self-esteem to make informed personal choices
- Be able to discuss and listen to different opinions with empathy and an open mind
- Be prepared for puberty and the challenges of sexual development
- Have a positive attitude to issues of sexuality and relationships
- Use the correct vocabulary to describe themselves and their bodies

Statutory requirements

As a secondary academy school, we must teach relationships and sex education (RSE) under the [Children and Social Work Act 2017](#) in line with the terms set out in [statutory guidance](#). In teaching RSE, we are required by our funding agreement to have regard to guidance [issued by the secretary of state](#) as outlined in section 403 of the Education Act 1996. At Leigh Academy Longfield, we teach RSE as set out in this policy.

[Updated guidance](#) issued by the Department for Education details the upcoming statutory requirements. Whilst schools are able to begin implementing these changes to their curriculum - the requirement to do so begins in September 2026.

Definition

Personal, Social and Health Education (PSHE) helps to give children the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up. It is here that your child will learn about bullying, citizenship, drug education, healthy eating, physical activity, mental and emotional health, wellbeing, and sex and relationships. Relationships and Sex Education (RSE) is taught within PSHE. 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.**

Curriculum & delivery

Our curriculum is set out as per Appendix 1. Although there is a set outline for the PSHE and RSE curriculum, we will adapt it as and when necessary to repeat, highlight and include additional topics in order to be **responsive to the emerging needs of our students**. We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online, which could lead to misinformation. For more information about our curriculum, see our curriculum map in Appendix 1.

Our curriculum delivery is supported through our partnership with the Life Lessons program and PoEd resources.

Key information:

- In KS3 (Year 7, 8 and 9) PSHE is delivered weekly through a one hour timetabled lesson.
- In KS4 (Year 10 and 11) PSHE is delivered two days a week during tutor time (totalling one hour a week) through a PSHE session and a computing based session.
- In KS5 (Years 12 and 13) PSHE is delivered during tutor times including a weekly PSHE session.
- There is an additional 30 minute session each week across Years 7-10, dedicated to discussing emerging needs and topics. This allows us to be responsive to trends or concerns.
- Weekly college assemblies and specific year group assemblies also reinforce these topics and allow for celebration of British Values, academy culture and diversity.
- Trained professionals deliver workshops on a range of topics within our curriculum including sex education, fire safety, road safety, domestic violence, anti bullying, mental health, risk taking behaviour and substance abuse.
- Our wider school curriculum provides further opportunities for our students to explore relationships, healthy lifestyles, online safety, social issues and the wider world.
- Our curriculum is delivered primarily by teachers, with the support of trained professionals from outside agencies where required.
- Teachers deliver lessons without letting their personal beliefs and attitudes affect them and they communicate to senior leadership if they need further support.
- The curriculum is inclusive of all pupils regardless of ability, disability or special education need.
- All staff have access to PoEd - a funded resource that is linked closely to the DfE guidance for PSHE and Life Lessons - a platform that offers resources, training and interventions.
- Student understanding of the curriculum is checked each module, using an online survey. Throughout the module students are given opportunities to reflect on their own learning. At KS3 this is also checked in each module through MYP reflection activities.

RSE - Relationships & Sex Education

The 'Relationships' aspect of RSE education is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of RSE are taught within the Science curriculum. The **Sex Education** aspect is taught through PSHE and in more detail in a drop down session - led by senior staff and supported by trained professionals from external agencies where required.

Relationships education focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships

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).

Sex education focuses specifically on sexual health, contraception, sexually transmitted infections, condom demonstration and an introduction to the "Get It" scheme which is a free condom distribution service for young people aged 13-24 years.

Safeguarding curriculum

Safeguarding is at the heart of our academy and is a key factor in the planning and delivery of PSHE and RSE. We seek to have a thorough safeguarding curriculum - ensuring we are both reactive and proactive to emerging safeguarding needs and trends.

A number of topics have been identified as key safeguarding issues and are therefore taught as stand-alone lessons. This includes FGM (female genital mutilation), child early forced marriage (CEFM), consent, sexual harassment and violence, drug and alcohol misuse and mental health. These lessons are taught as stand alone lessons to allow staff to cover them in depth - using key terminology to build understanding.

Other key safeguarding issues have been embedded within the curriculum and are covered in multiple themes. Topics such as gangs, knife crime, sexting and abusive relationships are covered in a range of lessons across the year. This allows the topic to be revisited in changing contexts i.e. abusive friendships, abusive sexual relationships etc.

Alongside our planned safeguarding curriculum, time has been embedded into our tutor time program to allow us to be reactive to safeguarding concerns that emerge or patterns that arise. Each tutor group is assigned a weekly discussion time to cover any key aspects of safeguarding that occur.

Staff are regularly reminded of the importance of reporting any concerns that are raised by students through PSHE/RSE. All students are also regularly reminded of the key contacts within the safeguarding team and who they can speak to if they have a concern about anything covered within PSHE.

Due to the crucial link between PSHE and safeguarding, the DSL for the academy also oversees the PSHE/RSE curriculum.

Parents'/Carers' right to withdraw

Relationships education is compulsory for all secondary school pupils and therefore parents cannot choose for their child to be withdrawn from these sessions. Sex education is compulsory in secondary schools - however parents can ask to withdraw their child from parts or all of sex education taught as part of relationships and sex education. **Parents cannot withdraw their child from sex education taught in science.**

Parents have the right to withdraw their children from the non-statutory and/or non-science components of sex education within RSE up to and until three terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the academy will arrange this.

Requests for withdrawal **should be put in writing using the form found in Appendix 3** of this policy and addressed to the Principal. A printed copy of this form can be provided for you upon request to the school office. A copy of withdrawal requests will be placed in the pupil's educational record. A member of the senior leadership team or the relevant Head of College will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

It should be noted that parents cannot opt out of education relating to topics including, but not limited to, LGBTQ+, different types of families, race, gender, or British Values. However - if parents have specific questions or concerns regarding these topics, they are welcome to contact the academy to discuss how these can be addressed sensitively.

Monitoring arrangements

We regularly monitor our RSE curriculum to ensure that the quality of teaching is consistent, that the curriculum is meeting the national requirements under the Relationships Education, RSE and Health Education guidance, and that learning outcomes are reflective of pupil need. The delivery of PSHE, including RSE, is monitored by Mrs J Hurt (Assistant Principal/DSL) through student and staff feedback, and learning walks. Pupils' development in PSHE is monitored through student surveys and feedback to tutors for intervention. At KS3 students are also required to complete a reflection activity for each module within their PSHE lessons. This policy will be reviewed by a member of the senior leadership team annually. The academy's leadership team monitors the implementation of the programme through lesson observations, looking at samples of pupils' work and analysing pupil attendance in lessons.

Pupil Voice and answering pupil questions

Pupil voice is central to the culture and ethos of Leigh Academy Longfield. We use pupil voice to evaluate how relevant and engaging our PSHE and RSE curriculum is to children's lives. We embed pupil voice practices to enable students to express their views on the range of topics and issues that they will learn and to ensure that they listen to other opinions and evidence, reflect on their own perspectives and take a broader view. **We want to ensure that all pupil voices are heard but that those views that are hurtful, offensive or exclusionary do not dominate and are addressed. We want to ensure a culture where human rights, social justice, inclusion and diversity are promoted.**

We explore a range of issues that may provoke questions from pupils. We view questions as a positive sign that pupils are engaged with what is being taught and feel able to express natural curiosities about themselves and others. As much as possible, where a question is relevant to the whole class, we will answer it to the whole group. There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class. Questions will always be answered in an age and developmentally appropriate way and take into account whether a parent/carers has requested their child to be removed from sex education lessons.

School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either party vulnerable. We believe that an open approach to answering questions prevents pupils from learning inaccurate or harmful information online or from peers and older students. We believe exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in RSE. Importantly, we believe that children are better protected from harm and abuse when they are able to discuss issues openly with trained professionals and in a safe environment.

Safeguarding and child protection

Leigh Academy Longfield acknowledges that PSHE/RSE is crucial for creating a culture of safeguarding within the school and for meeting our statutory obligations as outlined in Keeping Children Safe in Education. We help children to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse, or have experienced abuse. We recognise that when discussing some of the issues RSE covers, some pupils could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the school's safeguarding policy and procedures. In addition, members of the leadership team and SSMS (Student Support Managers) have undertaken additional safeguarding training.

We also recognise that some children may be vulnerable to some of the content delivered in RSE due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those children, additional support will be given to prevent them being affected by the scenarios or topics in their planned lessons.

Working with visitors and external agencies

From time-to-time, Leigh Academy Longfield may invite external experts and visitors to deliver parts of our PSHE/RSE curriculum. External visitors will be selected in order to enrich and supplement our teaching by bringing particular skills, methods and expertise to the classroom and the whole school. External visitors may include services from the local authority, charities, the police, NHS and more. A teacher will always be present throughout these lessons so as to build on the pupil's learning after the session/s as well as answer any questions the pupils may subsequently have. Any external visitor will be expected to comply with this policy and other related policies, including the school's child protection policy.

Working with parents and carers

We believe that the successful teaching of PSHE/RSE involves parents, carers and schools working together. We also believe that parents and carers can play an important role in the education of their children through exploring discussions at home that have taken place in school. We work with parents/carers to ensure that they are aware of what we teach and when through our website's Personal Development section.

At the start of each academic year - a parental consultation event will be held to share information, curriculum and policies with parents. All parents are encouraged to attend and resources can be shared post the event. Feedback can be submitted by parents at any time to inform us of any trends or patterns that they are concerned about so that we can consider addressing them. Parents can also highlight where there is misinformation/lack of clarity/questions about the curriculum as well as to identify barriers to engagement. If parents/carers have any concerns or special circumstances the school should be aware of, or would like any further information about the curriculum, we arrange a designated time for them to meet with the school. We may share examples of some of the key resources we use with parents/carers to reassure them of the content and to enable them to continue the conversations started in class at home.

Roles and responsibilities

The Principal

The Principal is responsible for ensuring that PSHE is taught consistently across the school.

The DSL/RSE lead

The DSL/RSE lead is responsible for:

- Ensuring the curriculum is well planned and meets statutory requirements and guidance
- Ensuring staff receive appropriate training to deliver content
- Ensuring that PSHE/RSE is taught consistently and in line with requirements
- Reviewing student understanding

Staff

Staff are responsible for:

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

Pupils

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

Appendix 1: PSHE Programme: Year 7 to 11

	One - Belonging	Two - Respect	Three - Aspiration	Four - Care	Five - Community	Six - Reflection
Yr 7	<ul style="list-style-type: none"> - Introduction to PSHE - Making new friends - Independence at school - Knowing your rights - Identity and values - Identifying differences and stereotyping - Introduction to family relationships 	<ul style="list-style-type: none"> - Active listening - Media influences on body image - Body image and self care - Privacy and consent - Healthy family relationships - Healthy friendships - Evaluating influence 	<ul style="list-style-type: none"> - Introduction to first aid - Online safety - Ambition and goals - Career focus - the arts - Cost of living - Taking control of our learning 	<ul style="list-style-type: none"> - Personal safety in everyday life - Fire safety - Road safety - Body changes - puberty - Introduction to periods - Reproductive systems 	<ul style="list-style-type: none"> - What is community? - Identifying and understanding bullying - Challenging bullying - Opportunities of the internet - Romantic relationships 	<ul style="list-style-type: none"> - My place in society - Learning resilience - Developing strengths and interests - Physical and mental wellbeing - Shoplifting - Summer safety
Yr 8	<ul style="list-style-type: none"> - The new year - Respectful behaviours - Increased freedom outside of school - Human Rights Online - Equality, discrimination and prejudice - Racism - Introduction to relationships 	<ul style="list-style-type: none"> - Listening in action - Recognising and dealing with emotion - Creating a positive relationship with your body - Consent - Marriage and civil partnerships - Family relationships and value conflicts - Controlling and abusive relationships 	<ul style="list-style-type: none"> - First aid - Keeping our money safe - Making decisions about the future - Career focus - Education - Budgeting - Pathway to my future 	<ul style="list-style-type: none"> - Alcohol and smoking - E scooters - Road safety - Period positivity - Reproductive systems - Understanding my body - sexual arousal 	<ul style="list-style-type: none"> - Challenging racism - Peer pressure, exploitation and knife crime - Drug misuse - Influencers - Unhealthy relationships, boundaries and consent 	<ul style="list-style-type: none"> - Online wellbeing - Reframing success and failure - Preparing for the world of work - CEFM - Living in the wider world - Summer safety
Yr 9	<ul style="list-style-type: none"> - The new year - mental health - healthy mobile phone use - Know your rights - Sexual harassment and gender stereotypes - Gender stereotypes and relationships - Managing peer pressure 	<ul style="list-style-type: none"> - Managing distractions - Body changes - puberty - Communication and vulnerability - Consent x 2 - Physical intimacy - Making decisions about sex 	<ul style="list-style-type: none"> - Achieving goals - Career focus NHS x 3 - Making financial decisions - Resisting online influence 	<ul style="list-style-type: none"> - Alcohol - Sexual health - Road safety - Cycle awareness and period poverty - Food and sleep - Contraception 	<ul style="list-style-type: none"> - BSL - Is age just a number? - Using the internet to change the world - Online safety - scams and gambling - Relationships and intimacy online 	<ul style="list-style-type: none"> - Conversations about mental health - Stress awareness - Setting high expectations - Media influence, pornography and gender - Online challenges - Summer safety
Yr 10	<ul style="list-style-type: none"> - The new year - Dealing with change - Appreciating diversity - Antisemitism and islamophobia - Being influenced and influencing 	<ul style="list-style-type: none"> - Listening and respectful conversations - Identity and mental health - Gender norms - Consent - pressure and rejection - Discrimination and allyship - Abusive relationships 	<ul style="list-style-type: none"> - First aid - Using my strengths and interests to succeed. - Career focus: trades - Finding work - Saving money and budgeting - Sexual violence 	<ul style="list-style-type: none"> - Drug and alcohol misuse - Sexual health - STIS - Vaping - Mental wellbeing - Fetal development, pregnancy and abortion 	<ul style="list-style-type: none"> - Gangs and media influence - Radicalisation and extremism (PREVENT) - Sharing content - protecting reputations - Bias and extremism - Sexualised behaviour online 	<ul style="list-style-type: none"> - Mental wellbeing - Understanding intimacy - respect, consent and emotional wellbeing - The influence of social media - Balancing the pressures of modern life - How does age impact elections
Yr 11	<ul style="list-style-type: none"> - The new year - Study skills and managing stress - Managing mental health 	<ul style="list-style-type: none"> - Sexual violence - stereotypes - Body image - beauty standards - Grief 	<ul style="list-style-type: none"> - Tackling challenges to dreams and goals - How can the internet help me be 	<ul style="list-style-type: none"> - Managing mental health - Drugs - Mindfulness - STIs, testing and 		

	<ul style="list-style-type: none"> -Drugs and emergencies -Careers 	<ul style="list-style-type: none"> - Respectful behaviour in public places - Becoming a parent 	successful? <ul style="list-style-type: none"> - Career focus: business and finance - Rights and responsibilities at work - The realities of gambling - Stress 	protection <ul style="list-style-type: none"> -Self examination 		
Year 12	<ul style="list-style-type: none"> - The new year - Adulthood and success - Define yourself - Exploring discrimination and inclusion - Norms, values and behaviour - Body image - depictions in the media 	<ul style="list-style-type: none"> - Relationship values - Connecting with body and emotion - Cannabis, health and success - Consent 	<ul style="list-style-type: none"> - Starting your own charity or business - First aid - Career focus: criminal justice system - Careers in a global economy - Making the most of money - Sexual and reproductive rights 	<ul style="list-style-type: none"> - Alcohol and drug misuse - Healthy choices and preventing illness - Staying healthy 	<ul style="list-style-type: none"> - Earning respect, avoiding danger - gangs - Polarisation - The climate crisis - Sexism and online cultures - Beyond consent 	<ul style="list-style-type: none"> - What is woke? - Managing changing relationships - Exam stress - Gambling - Understanding consequences
Year 13	<ul style="list-style-type: none"> - The new year - Thinking about the future - Appreciating diversity - Exploring privilege - Parenthood and fertility 	<ul style="list-style-type: none"> - Sexual health - condoms - What kind of person do I want to be? - Responding to challenge - Improving and ending relationships 	<ul style="list-style-type: none"> - Finding work, interviews and reputation - What should I expect at work? - Career focus - How to budget and save money - Personal safety - abroad and UK 	<ul style="list-style-type: none"> - Preventing cancer and heart disease - Sexual health - stealthing - Personal hygiene 		

Appendix 2: Sex Education – Right to Withdraw Form

A printed copy of this form can be provided for you upon request to the school office.

TO BE COMPLETED BY PARENT/CARERS			
Name of child		College	
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/carer signature		Date	

TO BE COMPLETED BY THE ACADEMY			
Agreed actions from discussion with parents			
SLT name & signature		Date	