Marshland Primary Academy

Relationships and Sex Education Policy

1	Summary	Relationships and Sex Education Policy			
2	Responsible person	Penny Marshall			
3	Accountable SLT member	Penny Marshall			
4	Applies to	☒All staff ☐Support staff ☐Teaching staff			
7	Approved by and date	October 2026			
8	Version number	4			
9	Available on	Every	☐Y ☒N	Trust website Academy website SharePoint	☒Y ☒N ☒Y ☐N ☒Y ☐N
10	Related documents (if applicable)	PSHE Policy			
11	Disseminated to	☐Trustees/governors ☒All staff ☐Support staff ☐Teaching staff			
12	Date of implementation (when shared)	October 2026			

This document details the *Marshland Primary Academy* policy for provision of Relationship Education (RE) and Relationship and Sex Education (RSE).

Contents

1.0 Legal Requirements
- 1.1 Subject Definitions
- 1.2 Academy's Legal Duty
- 1.3 Distribution

2.0 RSE in Practice: Outcomes, Delivery & Curriculum
- 2.1 Values and Outcomes
- 2.2 Subject Curriculum
- 2.3 Delivery of RE & RSE
- 2.4 Equality
- 2.5 Children's Questions

3.0 Parental Engagement
- 3.1 Withdrawal Procedure

4.0 Confidentiality

5.0 Causes for Concern and Disclosures

6.0 Monitoring and Evaluation

7.0 Academy Roles Relating to RSE
- 7.1 Governors
- 7.2 The Headteacher
- 7.3 PSHE/RSE Coordinator
- 7.4 All Staff

8.0 Additional Policy Information
- 8.1 Policy Production & Review
- 8.2 Linked Policies
- 8.3 Approval of policy

1.1 Subject Definitions

Mandatory Subjects - Our definitions of Relationship Education (RE) is as follows:
Relationships Education is learning about the emotional, social and physical aspects of growing up. It is inclusive of all types of families, to help children understand about loving and caring relationships of all types. It should equip children with the information, skills and positive values to have safe relationships, to understand their bodies and to empower them to know they have choice. This subject can support children to develop resilience and to know how and when to ask for help.
Non-Mandatory Subjects - Our definitions of Sex Education (SE) is as follows:
Sex Education (SE) provides a safe environment for children to have a factual, age appropriate introduction to human reproduction and to ask questions related to this topic. It should enable children to access a safe source of information. Sex Education in this academy will always form part of a broader scheme of work presented in conjunction with RE above, therefore will be referred to as **Relationship and Sex Education** (RSE).

1.2 Academy's Legal Duty
The Relationship Education, Relationship and Sex Education and Health Education (England) Regulations 2019, (updated July 2025) made under sections 34 and 35 Children and Social Work Act 2017 make Relationship Education compulsory for all pupils receiving primary education in England.

1.3 Distribution of this Policy
This policy will be shared with all members of the Governing Body and all teaching and non-teaching members of staff. Copies of the document will be available to parents through the academy website and a copy is available through the academy office upon request.

2.0 RSE in Practice: Outcomes, Delivery & Curriculum
2.1 Values and Outcomes
All content in the RSE curriculum supports the wider work of academy in helping to foster pupil wellbeing and develop resilience and values that we know are fundamental to pupils being happy, successful and productive members of society. Outcomes for pupils include:

- Pupils should be able to form a strong early understanding of the features of relationships that are likely to lead to happiness and security.
- Pupils should be able to recognise any less positive relationships when they encounter them.
- RSE should create the opportunity to teach pupils about positive emotional and mental wellbeing, including how friendships can support our mental wellbeing.

- RSE should contribute to the prevention of abuse and protection of children, by teaching the knowledge they need to be safe and to report abuse, including emotional, physical and sexual abuse.
- Children should be prepared for the physiological and emotional changes they will go through during puberty, where possible before these occur. Understanding that these are natural and normal changes.

The *Growing Up Safe* programme has no religious association and is taught in both faith and non-denominational academys across the UK. It is a gentle programme that adheres to the values listed below:

- **Equality** is not always about treating everyone the same – it is about treating people in such a way that the outcome for each pupil can be the same.
- **Tolerance** is to understand that not everybody is the same and have the willingness to accept this.
- **Honesty** is being truthful and open at an age appropriate level, that allows pupils to learn and understand.
- **Support** is to work together with pupils' families to provide guidance and care for children.
- **Respect** is valuing each person as an individual of importance, as well as the beliefs of their family and community,
- **Empower** is to equip children with knowledge to keep them safe, healthy and happy.
- **Sensitivity** is having an awareness of the feelings of others and responding accordingly.
- **Trust** is ensuring children have a safe space to learn and discus.
- **Empathy** is the ability to identify and understand the feelings of others and offer them support.

These values aid us in ensuring a safe and positive place for children to learn.

2.2 Subject Curriculum

- Please see the curriculum in appendix 1.
- Special note: Within our academy we use the scientific language for the genitals from the outset. It is usual that boys have a penis and girls have a vagina, the children will be taught that whilst they may call these areas something else at home, at academy we use the proper scientific words.

2.3 Delivery of RE & RSE

Our academy uses 1Decision, which is a progressive and effective scheme of work, aiming to prepare children and young people for life, helping them really know and value who they are and understand how they relate to other people.

Each 1Decision theme is planned across a half-term and progresses from Foundation Stage through to Year Six; it allows teachers to hold meaningful and relevant conversations with the class. Staff and children work together through the unit and evidence is gathered in the children's workbooks so that children have their own record of their discussions to reflect on.

2.4 Equality

The trustees have wider responsibilities under the Equalities Act 2010, to ensure that no pupil(s) are discriminated against because of their sex, gender identity, sexual orientation, disability, educational needs, religion or belief, nationality, ethnic or national origin, pregnancy, maternity or home circumstances (e.g. looked after children).

The Kapow programme is autism friendly and has been designed, with additional resources, to be inclusive and accessible to most children including those whose first language is not English. During these lessons any pupils with additional needs will be identified by their teacher and every provision made to help them join in during the RE/RSE lessons.

If a pupil is unable to take part in their usual class group for any reason, every endeavour will be made for them to attend a session best matched to their ability level.

Up to and including year 4, all lessons will be co-educational, however in Years 5 and 6 these will be separated by gender (please note that lesson content is the same). For any children identifying as transgender, the academy will liaise with the child's guardian and up-to-date guidance will be followed.

The academy will keep a record of individual provision of RE/RSE by maintaining a record of absences from these lessons and ensure children are provided with relevant information on return to the academy.

2.5 Children's Questions

In order to promote a healthy, positive atmosphere for RSE the academy want to ensure that pupils can ask questions freely, confident that they will be answered, and be sure that they will be free from bullying or harassment from other pupils. Marshland Primary Academy believes that children are best educated, protected from harm and exploitation by discussing issues openly within the context of the RSE programme.

Some questions that arise during these lessons may relate to sensitive or controversial topics. These may relate to personal experience or involvement by children, of illegal activity or other doubtful, dubious or harmful activity. In this instance the facilitator may answer the question separate from the rest of the class.

Any questions of this nature will be reported to the academy staff directly and followed up in writing (please see Causes for Concern and Disclosures section below).

Teaching staff will be familiar with the content and resources of the Jigsaw programme and therefore should be equipped to answer questions resulting from the sessions. Should questions of concern arise that teaching staff are uncertain how to answer, support can be sought from the RSE/PSHE Coordinator in order to give an age appropriate answer.

3.0 Parental/Carer Engagement

As part of the Kapow, the academy will hold an annual consultation meeting with parents/carers and staff to share the resources that will be used with the children. Within this setting parents and carers are given support to help them talk with their children about such topics as keeping safe, puberty, reproduction etc. The parents and carers are also provided with additional information leaflets. This meeting may be attended by governors as well as any auxiliary/support staff working within the academy.

Pupils will be encouraged to speak to their parents/carers about what they have learnt and to continue the learning at home. Parents/carers will be informed of this at the consultation session and be asked to speak to their children about their family values and beliefs.

3.1 Withdrawal Procedure

As an academy is legally obligated to provide pupils with Relationship Education (RE), parents do not have a right to withdraw their children from RE lessons.
In Marshland years 4, 5 and 6 children learn RSE, and this subject (in conjunction with the national curriculum for Science), provides pupils with factual age appropriate information on reproduction. Parents have the right to withdraw their child from the SE element of RSE only, but not the reproduction elements of the national curriculum for science. To do this, parents should attend the annual RSE Parents Session. Once parents have reviewed the resources used to teach children about reproduction at the parents' session, if they still wish to withdraw their child they must notify a member of staff at Marshland Primary Academy writing prior to the day of delivery.

4.0 Confidentiality

All trustees, all teachers, all support staff and all parents must be made aware of this policy, particularly how it relates to issues of privacy and confidentiality.
Teachers should explain to pupils that they cannot offer unconditional confidentiality, in all matters. For example, they must report those which are illegal or abusive to others (e.g. parents, headteacher etc.) but the pupil will always be informed first.

5.0 Causes for Concern and Disclosures

All staff have a statutory duty to report any causes for concerns or disclosures received from children at Marshland. These will be fed back immediately to the Designated Safeguarding Lead face to face and followed up on CPOMs detailing the action taken on the day. If a child was ever to accuse or implicate a member of academy staff, then it is important to liaise directly with the principal.

Where a teacher suspects that a child or young person is a victim of or at risk from abuse, they are required to follow the academy's safeguarding policy and immediately inform the designated member of staff responsible.

Our academy designed safeguarding lead is Sarah Hall or Jessica Taylor.

6.0 Academy Roles Relating to RSE

6.1 Trustees

Our academy trustee with responsibility for RE/RSE is Martin Oldknow.
Governors are responsible for;

- Establishing the RSE Policy, in consultation with teachers and parents.
- Ensuring this policy s made available to parents.
- Ensure this policy is in line with other academy policies e.g. SEN, Safeguarding etc.
- Ensure that parents know the statutory parts of the curriculum and which parts they have the right of withdrawal from.
- Establish a link governor to share in the monitoring and evaluation of the programme.
- Ensure that the policy provides proper and adequate coverage of the relevant National Curriculum science topics and the setting of RSE within PSHE.

6.2 The Principal

The Principal takes overall delegated responsibility for the implementation of this policy and for liaison with the Trustees, parents, appropriate agencies, Venn and the Local Education Authority.

6.3 PSHE/RSE Coordinator

The coordinator along with the Principal, has general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE.

6.4 All Staff

Our approach to RSE is that of a whole Academy approach. Appropriate training will be given for all staff teaching RSE. All staff members (including TAs and lunchtime supervisors) will be encouraged to take part in the staff sessions and wherever possible observe delivery to the children in one of the classes.

7.0 Additional Policy Information

7.1 Policy Production & Review

Full details of current curriculum can be viewed on the aademy website under ‘PSHE’
This policy will be reviewed by the Curriculum Lead for PHSE annually, to be reviewed next on September 2027

7.2 Linked Policies

This policy is linked to Safeguarding policy, Anti-bullying policy, and Confidentiality policy.