



Relationships and Sex Education Policy

Governors' Committee Responsible	Children, Families and Community
Status	Statutory
Review Cycle	Every three years
Date written/last review	April 2026
Date of next review	April 2029

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Context

Marshgate Primary School opened in 2002 and has pupils from Reception to Year 6. Marshgate is a multi-cultural and multi-faith school with the intake being ethnically diverse. The proportion of pupils at the early stages of learning English is above average. Marshgate actively promotes 'an ethos which encourages a sense of personal worth, self-esteem and respect for others [...] All aspects of the school curriculum are designed to promote positive attitudes to self and respect for others.'

The Process for Policy Development

The Head Teacher, Senior Leadership Team, the PSHE Subject Lead and school governors were all involved with the development of this policy. The wider school community including pupils, parents and health care professionals have also been consulted in the creation of the policy. It is in line with the updated version of the DfE's 'Relationships and Sex education (RSE) and Health Education 2025' statutory guidance that all schools are required to follow from September 2026.

Aims and Objectives of the Policy

- To provide guidance and information on all aspects of Relationships and Sex Education (RSE) in school for parents, governors, teaching and non-teaching school staff.
- To be accessible to all of these groups on request and to be presented in such a way that is easily understandable.

The Relationships and Sex Education Policy can be requested through the school office and is available on the school website under policies.

Aims and Objectives of RSE in the Curriculum

The aims of Relationships and Sex Education (RSE) as part of the curriculum at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Identify trusted adults so pupils feel confident in asking for help or discussing worries.
- 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.

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Legal Obligations

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. At Marshgate Primary School we teach RSE as set out in this policy.

A Definition of Relationships and Sex Education

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

Our relationships 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, 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 potentially unreliable information online.

As well as the elements of sex education contained in the science curriculum, Marshgate will also deliver a sex education programme to Year 5 and Year 6 as part of the 'Changing Me' units of work in PSHE (set out as per Appendix 1). This will focus on how a baby is conceived and born.

How Relationships and Sex Education is provided and by whom

Relationship and Sex Education is co-ordinated by the PSHE Subject Lead, in close co-operation with the Senior Leadership Team and the Head Teacher.

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RSE is taught within the PSHE education curriculum and is set out as per Appendix 1. Biological aspects of RSE are also taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils in Year 5 and Year 6 also receive stand-alone sex education sessions delivered by their class teachers. A member of the Senior Leadership Team will always be present and all teaching will be overseen and monitored by the PSHE Subject Lead.

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 Relationships curriculum see Appendix 1.

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 and that all learning is inclusive of protected characteristics under the Equality Act 2010. 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).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

All staff are responsible for dealing with questions as and when they arise. These will be answered in a sensitive and appropriate way, with the staff member best placed to decide at what level discussion should be aimed for each class, group or individual child.

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Many aspects of Relationships and Sex Education arise informally and may be developed through the use of story time and circle time; addressed occasionally in assembly time or through visits from the school nurse and other visitors.

Content of Sex Education Programme

Year 5

- Conception – understand that sexual intercourse can lead to conception and that is how babies are usually made.

Year 6

- Describe how a baby develops from conception through the nine months of pregnancy and how a baby is born.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE – the Sex Education programme of sessions (two lessons) outlined above that take place in Year 5 and Year 6 only.

Teaching Methodology

As in all curriculum areas, we use a range of teaching and learning methods, which aim to stimulate the children's interest and encourage their full participation. Below are some examples of methodology to be used during the teaching of Relationships and Sex Education:

- Establishment of ground rules – to create an atmosphere in which children value each other's contribution and develop respect for one another.
- Distancing techniques, for example, de-personalising discussions, using role plays, case studies, video clips – to allow children to discuss sensitive issues in a safe environment.
- Interactive teaching and assessment for learning activities, for example, quizzes, sorting, sequencing and ranking activities, attitudinal exercises – to ensure the learning is effective and enjoyable.

Confidentiality

Staff members conduct Relationships and Sex Education in a sensitive and confidential manner. However, if a member of staff is concerned or believes a child is at risk, he or she will talk to the Designated Safeguarding Lead. In such cases, the staff member should not and cannot promise confidentiality (see also

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the Safeguarding and Child Protection Policy and Keeping Children Safe in Education (KCSIE) guidance).

Dealing with Questions

Within the ground rules, clear parameters will be established of what is appropriate and inappropriate and personal questions should not be answered. If a member of staff does not know the answer, this should be acknowledged. If a question is too explicit, is age-inappropriate for the pupil or the whole class, or raises concerns about sexual abuse, then it should be acknowledged with a promise to attend to it later on an individual basis. If a question is raised that alerts the member of staff that a child is at risk, school child protection procedures should be followed (see also the Safeguarding and Child Protection Policy).

A three-level response will be used to answer questions owing to the considerable range of understanding amongst pupils:

1. Answer in class for all pupils to hear.
2. Answer one-to-one away from other pupils.
3. Refer back to parents, with child's consent, to establish their willingness to have their child's question answered.

Use of Materials

The materials and resources used in the teaching of Relationship and Sex Education is the Scheme of Work by 'Jigsaw.' The pupils' age and cultural backgrounds have been taken into account in relation to the content (including images) that are used.

Sexual Identity and Sexual Orientation

Relationships and Sex Education should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

This means members of staff will be using language that is inclusive and ensures that pupils are not alienated by the terminology used into missing the relevance of what is taught. Active learning techniques when considering relationships and other topics will also enable pupils to identify with issues in an individual way and so find personal relevance in what is being offered.

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Involvement of Outside Agencies

Health professionals should follow this Relationships and Sex Education policy when involved with the school in delivering aspects of the Relationships and Sex Education programme and follow their own professional code of conduct when in their professional role. One should seek to protect privacy and prevent personal disclosures in a classroom setting.

Equal Opportunities

Marshgate considers the needs of all pupils and Relationships and Sex Education should help children and young people respect themselves and others and understand difference. Teaching will be sensitive so as not to stigmatise pupils. Teaching will also challenge stereotypes. Children with Special Educational Needs and other vulnerable groups will be considered during all aspects of Teaching and Learning. Some pupils may need help to further reduce the risk of exploitation, abuse and/or bullying and learn what is and is not acceptable behaviour.

Information on Parents' Rights to Withdraw their Children

Parents do not have the right to withdraw their children from Relationships education. Through our curricular themes the subjects of birth, growth and change are approached as they arise in PSHE, science, humanities, health education and religious education. Teaching takes place in a proper context with due regard to the child's stage of development. We aim to present facts in an objective, balanced and sensitive manner.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE – the Sex Education programme of sessions in Year 5 and Year 6 only (two lessons in total). Requests for withdrawal should be addressed to the Head Teacher. Parents will always be informed before children receive any formal sex education lessons (in Year 5 and 6) and will be given the opportunity to preview all materials used.

If a child is withdrawn, they will be placed in another class for the duration of the Sex Education lessons.

Dissemination

This policy and the Relationships and Sex Education programme has been brought to the Governing body and training has been given for members of staff to be made aware of the Relationships and Sex Education programme at Marshgate. Each year, the parents/carers are invited to attend a meeting to be informed of the delivery of Sex Education before the teaching and learning takes

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place. During the time the Sex Education programme is taught, staff are made aware so that interruptions are kept to a minimum.

Monitoring and Evaluation

This policy will be reviewed every three years. Annual feedback from staff, parents/carers and children is always sought. The Governors will also be part of this monitoring and evaluation process and any recommendations for change.

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Appendix 1 – Relationships and Changing Me units taught within PSHE

Age Group	Relationships Unit	Changing Me Unit
Reception	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Year 1	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Year 2	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Year 3	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Media influence Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Personal hygiene Family stereotypes Challenging my ideas Preparing for transition

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Year 4	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Being part of a family Confidence in change Accepting change Preparing for transition Environmental change
Year 5	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and risks Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty in girls Puberty in boys Sex education - conception (taught as a separate lesson that parents have a right to withdraw their child from) Growing responsibility Coping with change Preparing for transition
Year 6	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Sex education - conception to birth (taught as a separate lesson that parents have a right to withdraw their child from) Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting – responsibility and the law Transition to secondary school