Manchester Communication Primary Academy

with you... for you... about you...

RSE Policy

2026-27

October 2026

Review October 2027

with you, for you, about you.

This document has been approved for operation within	All Trust Establishments
Approved by	Dave Carty & Governors
Document Version	Version 3.1
Date of last review	October 2026
Date of next review	October 2029
Review Period	Every three years, or where they have been material changes to the relevant courses of business
Owner	Greater Manchester Academies Trust

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1. Introduction

The purpose of our Relationship and Sex Education (RSE) policy is to support our pupils' social, moral, cultural, and emotional development by equipping them to make informed decisions as they grow and change. With a strong emphasis on health, mental wellbeing, and personal responsibility, our provision aims to help children build positive, healthy, and respectful relationships, recognise risks and harmful behaviour, and keep themselves safe both offline and online.

2. Statutory Requirements

As a primary academy school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

This policy also has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- Department for Education (2025) Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (effective from September 2026).
- DfE (2013) 'Science programmes of study: key stages 1 and 2'. We do not 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 which would include the elements of sex education contained in the science curriculum.
- The school will publish this policy on its website and make it available free of charge upon request.

In teaching RSE, we are 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. At Manchester Communication Primary Academy, we teach RSE as set out in this policy.

3. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide age-appropriate information and vocabulary: Deliver relevant, tailored information that equips pupils with the correct anatomical and developmental vocabulary to describe themselves and their bodies.

- Support puberty, health, and physical development: Help children understand and cope with the physical and emotional changes of puberty, emphasizing the importance of hygiene, health, and sexual development.

- Foster safe, respectful, and inclusive discussions: Create an open, positive environment to explore sensitive issues—including faith, cultural perspectives, relationships, and sexuality—while encouraging children to respect diversity, difference, and the protected characteristics outlined in the Equality Act 2010.

- Promote personal growth and wellbeing: Build pupils' self-respect, confidence, empathy, and personal responsibility.

- Cultivate healthy relationships and decision-making: Empower children to make informed choices, understand consent and bodily autonomy, and recognize both healthy and unhealthy relationship dynamics.

- Teach safety, risk recognition, and help-seeking: Help pupils identify abuse, coercion, bullying, and exploitation, while developing digital resilience, safe online behaviours, and clear knowledge of how to seek help.

MCPA is a learning family where everyone is welcomed valued and respected. We are committed to the provision of a safe, happy and inclusive learning environment in which everyone feels valued and our pupils are encouraged to develop their full potential.

4. Context

At MCPA, we want our pupils to develop healthy, positive behaviours that will support them throughout their lives. Grounded in our school's core values and British Values, our RSE/RSHE provision is built on an inclusive, whole-school approach that ensures every child can access age-appropriate learning across their school career. We aim to nurture each individual as unique and worthy of respect, tailoring curriculum entitlement to individual needs and stages of emotional development, including adaptation for pupils with Special Educational Needs and Disabilities (SEND).

Crucially, MCPA recognises high-quality RSHE as an essential safeguarding tool. By learning about healthy relationships, self-respect, consent, and safe online behaviours, pupils are empowered to recognize unsafe situations, abuse, coercion, and inappropriate behaviour. We equip children with the knowledge and digital resilience to make safe, positive life choices, ensuring they understand that abuse is never the fault of the child and knowing exactly where and how to seek support whenever needed.

5. Definition

For the purpose of this policy, “Relationships and Sex Education” (RSE) is defined as teaching pupils about healthy relationships and developing essential relationship skills, focusing on family, friendships, and online relationships in all contexts, as well as building an understanding of human sexuality. RSE supports the emotional, social, and cultural development of pupils, involving a combination of sharing information and exploring issues and values. It encompasses learning about healthy lifestyles, diversity, personal identity, and puberty (Years 5 and 6). Crucially, RSE is an essential safeguarding tool designed to help pupils with recognising abuse, exploitation, and unsafe situations, empowering them with the knowledge and strategies needed for keeping safe both offline and online. Relationships and sex education is not about the promotion of sexual activity.

For the purpose of this policy, “Health Education” is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two, building emotional resilience, and enabling children to make informed, healthy lifestyle choices as they grow and change.

6. Organisation

At MCPA, we teach RSE through our Personal, Social, Health and Economic (PSHE) curriculum and, where appropriate, through our science curriculum. In PSHE, we use the Pol-Ed curriculum and the Manchester iMatters RSE curriculum to deliver PSHE to our children.

Through our PSHE Curriculum, we cover:

Family Structures & Diversity: Families of all types, including single-parent families, adoptive families, foster families, kinship carers, grandparents as carers, and same-sex parents, ensuring all family structures are valued without stigmatising any child.

Positive Relationships & Respect: Building healthy friendships and respectful relationships, exploring how our behaviour impacts others, and recognising bullying and discriminatory language.

Boundaries, Body Ownership & Autonomy: Understanding body ownership and bodily autonomy, identifying appropriate and inappropriate physical contact, and establishing clear personal boundaries and privacy.

Keeping Safe & Recognising Abuse: Age-appropriately recognising emotional, physical, and sexual abuse, coercion, and exploitation, both offline and in the real world.

Online Safety & Digital Behaviour: Developing digital resilience, practicing safe online behaviours, understanding privacy, and navigating digital relationships safely.

Anatomy & Puberty: Understanding how males and females are different using scientifically correct names for body parts, alongside exploring how bodies grow, change, and experience puberty.

Help-Seeking & Reporting: Empowering children to understand where to go for support, how to report concerns, and how to seek help if they ever feel unsafe, worried, or uncomfortable.

Through our Science Curriculum, teachers inform children about males and females, growth, and how a baby is born:

Key Stage 1: Pupils learn that animals, including humans, produce offspring that grow into adults, and they are introduced to the main external parts of the body.

Key Stage 2: Pupils explore life processes in greater depth, including reproduction, growth, and the main stages of the human life cycle.

Across all subjects, we support children's emotional development in a safe learning environment where they are encouraged to ask questions, explore issues comfortably, and know how and where to seek help.

7. Curriculum

Our curriculum outline is detailed in **Appendix 1**; however, we adapt content flexibly to meet the evolving needs and developmental stages of our pupils. It has been developed in consultation with parents, pupils, and staff, taking into full account the age, maturity, and background of our cohort. If pupils ask questions outside the scope of the planned curriculum, teachers will respond in an age-appropriate, factual manner so children are supported safely and do not seek unverified information online.

Parents are valued partners in our RSE delivery and may view curriculum materials upon request. For full lesson breakdowns and progression details, please see our PSHE curriculum map on the school website.

Primary Relationships, Health, and Sex Education is structured around key statutory themes:

- **Families and Relationships:** Understanding positive relationships, family diversity (including single parents, adoptive/foster families, kinship carers, and same-sex parents), marriage, civil partnerships, and the characteristics of healthy friendships and family life.
- **Respect and Inclusion:** Promoting respectful behaviour, self-respect, empathy, equality, and actively preventing and addressing bullying, including prejudice-related bullying.
- **Safety and Safeguarding:** Establishing personal boundaries, recognizing trusted adults, understanding body ownership, identifying abuse (emotional, physical, and sexual) in an age-appropriate way, and knowing how to report concerns.
- **Online Safety and Digital Behaviour:** Navigating online relationships, recognizing online risks, protecting private information, understanding the risks of sharing images, and practicing safe digital behaviour.
- **Health and Wellbeing:** Promoting physical health, lifestyle choices, and mental wellbeing, including understanding the link between physical and emotional health.
- **Puberty and Human Development:** Preparing boys and girls for the physical and emotional changes that adolescence brings (taught in Upper Key Stage 2 during the summer term), focusing on personal hygiene, bodily changes, and human development.

8. Delivery

RSE is taught primarily within the PSHE curriculum. We use the Pol-ed scheme of learning and Manchester iMatters to inform our long-term planning and ensure full, broad coverage across all year groups.

To reinforce learning, RSHE is also delivered through cross-curricular links:

Science: Pupils learn about the main external parts of the body, human reproduction, and changes to the body as it grows from birth to old age, including puberty.

Computing: Pupils learn about e-safety, including how to use technology safely, responsibly, respectfully, and securely, how to keep personal information private, and how to access help.

Physical Education (PE): Pupils explore physical activities, maintain sustained activity, engage in competitive sport, and build an understanding of how exercise contributes to healthier lifestyles.

Pupils also receive targeted, stand-alone sessions on **P.A.N.T.S** (whole school) and **puberty** (Years 5 and 6), delivered by trained teachers and/or qualified health professionals (such as School Nurses or NHS teams). Where external providers or specialists are used, the overall responsibility for the curriculum, content, and quality of teaching remains firmly with the school.

Learning Environment, Training & Safeguarding

All RSE lessons are taught in a sensitive, inclusive manner that respects the individual needs of every child. Teachers establish clear ground rules with pupils at the start of sessions to ensure a safe, positive, and supportive learning environment.

Staff Training & Safeguarding: All staff delivering RSHE receive appropriate training and fully understand safeguarding procedures. Staff recognize that RSHE lessons can prompt pupil disclosures; if a disclosure occurs, staff will strictly follow the school's Safeguarding and Child Protection Policy, immediately informing the Designated Safeguarding Lead (DSL).

Parent Information & Engagement

Parents will be informed in advance when sex education content is due to be taught and may request to view relevant teaching resources at any point prior to delivery.

9. Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy

4. Pupil consultation – we investigated what exactly pupils want from their RSE

5. Ratification – once amendments were made, the policy was shared with governors and ratified

6. Curriculum materials and teaching resources will be made available for parents to view on request.

7. Parents will be consulted whenever the policy is reviewed

10. Roles and Responsibilities

The governing board

The governing board is responsible for approving, monitoring and reviewing the RSHE policy and ensuring statutory requirements are met.

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 11).

The PSHE/RSHE Lead

- Monitor provision.
- Support staff.
- Review curriculum content.
- Liaise with parents.
- Quality assure resources.

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
● Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

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 SLT.

Pupils

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

11. Parental Right of Withdrawal

MCPA recognises the crucial role parents and carers play in RSE and actively encourages open communication so parents fully understand what is being taught to their child. Parents have the right to request that their child be withdrawn from non-statutory sex education components within RSE. However, parents cannot withdraw their child from:

- Relationships Education (statutory).
- Health Education (statutory).
- National Curriculum Science content (statutory, including puberty, bodily changes, and human reproduction).

Parents wishing to request a withdrawal from non-statutory sex education are encouraged to contact the PSHE Lead or Headteacher in the first instance to clarify which specific aspects they wish to withdraw from, and to confirm their request in writing.

Before granting any request, the Headteacher will meet with parents to discuss the request, ensuring they fully understand the nature and purpose of the curriculum, as well as any potential social or educational impacts of withdrawal on the child. A formal record of this discussion will be maintained by the school.

Pupils who are withdrawn from non-statutory sex education will receive appropriate, purposeful alternative educational provision during those lessons.

12. Monitoring and Review

The delivery, accessibility, and quality of RSE are monitored continuously by the PSHE Lead, Mr J Beaumont

Monitoring of RSE delivery will include:

- **Curriculum reviews** and curriculum sampling.
- **Resource reviews** to ensure teaching materials remain current, accurate, and age-appropriate.
- **Staff feedback** and learning walks.
- **Pupil voice** to evaluate understanding, engagement, and impact.
- **Parent feedback** and engagement.
- **SEND accessibility reviews** to ensure learning is fully inclusive and appropriately adapted for all pupils.

Pupils' progress and development in RSE are assessed by class teachers as part of our ongoing internal assessment procedures.

Governance & Policy Review

Governors are responsible for monitoring the RSE policy and giving due consideration to any comments, queries, or feedback raised by parents/carers. The Headteacher maintains a record of all parent feedback and curriculum discussions.

This policy will be reviewed **at least every two years**, or sooner if statutory guidance changes or updates are issued by the Department for Education.

MCPA PSHE Long Term Curriculum 2026 - 2027

	Relationships Pol-Ed	Keeping Safe Pol-Ed	Understanding the Law Pol-Ed	Wellbeing Pol-Ed	RSE imatters	Careers SK
EYFS ***Think Equal*** *Nursery level 1* *Reception level 2*	**1. I Have a Strong Sense of Who I Am** • Global Citizenship, Self-Esteem, Resilience, Empowerment, Self-Acceptance, Diversity. **2. I Am Able to Look After Myself** • The Things I Can Do, Self-Regulation, Emotional Literacy, Self-Awareness, Finding Positive Solutions, The Choices I Make and Their Outcomes. **3. I Am Able to Look After Others** • Kindness and Friendship, Inclusion, Perspective-Taking, Taking Care of Nature/Animals, Using Empathy, Being an Up-stander. **4. I Am Able to Communicate** • Recognising Feelings, Self-Confidence, Active Listening, Expressing Needs and Ideas. **5. I Am Able to Contribute and Create** • Self-Expression, Creativity, Collaboration, Turn-Taking, Sharing Ideas, Using Head/Heart/Hands to Help. **6. I Am a Critical Thinker** • Creating Strategies, Problem-Solving, Self-Knowledge, Similarities and Differences, Peaceful Conflict-Resolution, Gender Equality.					What jobs do people do? What can I learn about jobs by pretending to do them? Why are different people's jobs important? What am I good at? How can I help in the classroom and why does it matter? What does a good day look like with time for school, play and rest?

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Year 1	How can I make friends? What if my friends are making me feel sad? How can I be an empathy expert? How can I be an ally? What makes me special? What do feelings feel like? Why are safe hands important? Story: **Chrysanthemum** — *Kevin Henkes*	How can I keep safe in new places? How can I use things at home safely? What is private information? Who are my trusted adults? How can I speak up? How can I share my feelings? Story: **"I Can Be Safe"** — *Pat Thomas*	How can I be responsible? What is bullying? Why is name calling unkind? What do the police do? What is 999? Why have different rules in different places? What can happen when rules are broken? Story: **"What If Everybody Did That?"** — *Ellen Javernick*	What makes me special? What do feelings feel like? How can I share my feelings? How can I be an empathy expert? Recognising money *MCPA dive* Environment *MCPA drive* Story: **"The Colour Monster"** — *Anna Llenas*	Who are the people in my life who love and care for me? What are the differences and similarities between people? What are the differences and similarities between girls and boys? *Lost and bereavement part 1* *MCPA drive* *Lost and bereavement part 2* Story: **"Families, Families, Families!"** — *Suzanne & Max Lang*	What skills do I use every day? How can I match tools to the jobs that use them? What goal can I set and how will I reach it? How can I design something useful for others? How do people balance work, rest and fun? How do different jobs help our community? *Izzy Gizmo* by Pip Jones

Year 2	How can I deal with change? How are we the same? How are we different? How can I work with different people? What is a family? How do I share family worries? Why are relationships important? Story: **"All Are Welcome"** — *Alexandra Penfold*	Why does age matter? What is the internet? How can I keep safe online? What are the risks of video gaming? What are different types of meetings? What are medicines? What is fire safety? Story: **"Staying Safe Online"** — *Louise Spilsbury*	What are needs and wants? What is a job? *Finance link* What is money? Spending money MCPA drive Story: **"Those Shoes"** — *Maribeth Boelts*	What does it mean to be healthy? How can I look after my body? Why is sleep important? When do I need to take a break? Looking after the environment *MCPA drive* **Story: "Ruby's Worry"** — *Tom Percival*	What is private? (body parts) What happens when the body grows young to old? What is fair, unfair, kind and unkind? *Lost and bereavement part 1* *Lost and bereavement part 2* Story: **"My Body! What I Say Goes!"** — *Jayneen Sanders*	How are my skills growing as I get older? What can I learn by listening to someone who does a job? How do I choose the right tools or strategies? How can I design a stall or idea people would enjoy? Why do rest, hobbies and friendships matter? How are jobs in school similar to and different from jobs outside? Story: **"The Most Magnificent Thing"** — *Ashley Spires*

Year 3	Who are my key people? How should we treat people? What can I do when friendships go wrong? What do we mean by consent in friendships? How does school help me? Story: **"Be Kind"** — *Pat Zietlow Miller*	What are emergency services? What are emergency situations? What do we mean by risk? When should I break a secret? What words can I use to talk about my feelings? How can I share my worries? Story: **"The Huge Bag of Worries"** — *Virginia Ironside*	How can I be a responsible citizen? What is the law and why do we have it? How do we enforce the law? What are children's rights? What is bullying? Work and money. MCPA drive Story: **"What If Everybody Did That?"** — *Ellen Javernick*	How can vaccinations support our health? What is mental health? How can intense feelings feel? What am I good at? Litter picking session Story: **"The Boy with Big, Big Feelings"** — *Britney Winn Lee*	What is personal space? What does a healthy relationship look like? Why is being equal important in relationships? *Lost and bereavement part 1* *Lost and bereavement part 2* ***The Invisible String*** — *Patrice Karst*	What are my strengths, interests and things I want to learn? What kinds of jobs exist in STEM, arts, sport and service roles?How can I plan and complete a learning challenge? How can my team design and pitch an idea to improve school? How do different jobs affect people's time and responsibilities? How are jobs in the UK similar to or different from jobs elsewhere? "What Do You Want to Be When You Grow Up?" — by Richard Scarry

Year 4	How can we be role models? What is a healthy friendship? What is peer influence? Who makes up my community? What are protected characteristics? What is discrimination? What is hate crime? “The Day You Begin” — Jacqueline Woodson & Rafael López	How can I keep safe in my local area? How can I respect my environment? Sustainability Who do I encounter? How can we keep safe on the road? What are hazards in the home? What is first aid? “Izzy Gizmo and the Invention Convention” — Pip Jones & Sara Ogilvie	Looking after money MCPA drive “Lemonade in Winter: A Book About Two Kids Counting Money” — Emily Jenkins & G. Brian Karas	How do my choices help me to be healthy? What are healthy habits? Why is food fuel? How can I be a hygiene hero? What is my body trying to tell me? How does school build my character? What can I be? “I Can Do Hard Things: Mindful Affirmations for Kids” — Gabi Garcia	What is diversity? Do boys and girls have different roles? What changes happen to my body? *Lost and bereavement part 1* *Lost and bereavement part 2* “All Are Welcome” — Alexandra Penfold & Suzanne Kaufman	How has my learning journey changed over time? How do school subjects link to real jobs? How can I plan and evaluate a multi-step project? How can I help improve something in our school community? How do people look after their wellbeing while working? How is technology changing the jobs people do? “What Do You Do With an Idea?” — Kobi Yamada & Mae Besom

Year 5	How can my adult relationships affect my future? Why are our special people important? How do rules help our community? What are my personal boundaries? What is peer pressure? What are online friendships? What is grooming? How do words have power? ***The Boy at the Back of the Class*** **by Onjali Q. Raúf**	What are the risks with money? What is gambling? How can we keep our things safe? How can we use our phones sensibly? What can and can't I do on the internet? What is media literacy? What are deep fakes? What is media influence? What do I know about drugs? ***The Last Firefox*** **by Lee Newbery**	What does it mean to be British? *MCPA drive* Enterprise *MCPA drive* Plastic Planet *Environment* *MCPA drive*	What is my personal identity? How might being online impact the way I feel? How might my activity levels impact the way I feel? How might school impact the way I feel? How can drugs and alcohol make people feel? ***Front Desk*** **by Kelly Yang**	What is puberty? What are the different relationships in my life? What is unwanted touch? *Lost and bereavement part 1* *Lost and bereavement part 2* *The Great Big Book of Families* by Mary Hoffman & Ros Asquith	What do my strengths, interests and values say about me? What can I discover about different job sectors?How can I make informed choices when faced with options? How can I create, cost and promote a product? How do adults manage their time and responsibilities? How do global events influence the jobs people do? *What Do You Want To Be When You Grow Up?* by Nicola Barber

Year 6	What is a debate? How can we respect different relationships? What does the law say about marriage? How can we be allies against racism? How can we challenge sexism? What is my relationship with authority? Grooming and exploitation (not POL- ed) *The Undefeated* by Kwame Alexander & Kadir Nelson	Why does media have age restrictions? How is my data shared? How can I seek support for my mental health? What does the law say about legal drugs? What is the issue with addiction? (Vaping/ smoking)? *Mindful Me: Mindfulness and Wellbeing for Kids* by Whitney Stewart ***Bonfire Night*** ***Halloween***	What different types of crime are there? What is antisocial behaviour? What is a weapon? What is shop theft? Managing money *MCPA drive* *Oceans and plastic* *Environment* *MCPA drive* *The Accidental Detective by Melinda Salisbury*	How can I manage moving to high school positively? How can I get ready for secondary relationships? What does adulthood look like? How can I re-frame my Thinking? What is grief? ***The Boy Who Made Everyone Laugh* by Helen Rutter**	What changes happen in my life? What happens in a loving relationship and what is forced marriage Is arranged marriage covered? *How is a baby made? Move to science* *What is FGM moved from Y5 to Y5* What are the physical and emotional changes of puberty? *Lost and bereavement part 1* *Lost and bereavement part 2* *The Colour of Home* by Mary Hoffman	How can I use my strengths to prepare for secondary school? What can I learn by researching a job in depth? How do I weigh up options and consequences? How can I lead and organise an event for others? What might my future lifestyle look like and how will I manage it? Why does learning continue throughout life and how does it shape opportunities? *You Are Awesome* by Matthew Syed