



# Alver Valley Federation of Schools

## Relationships Education, Relationships and Sex Education (RSE) and Health Education

*Encompassed in our Personal Development Curriculum  
(PSHE -Personal, Social, Economic and Health Education)*

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<b>Author</b>	<b>Jacqui Hyde AHT/PD lead</b>

## **1. Aims**

UNCRC Article 3: The best interests of the child must be top a priority in all things that affect children.

At Alver Valley Schools we aim to:

- Enable our children to become healthy, independent and responsible members of our society;
- To help pupils develop feelings of self-respect, confidence and empathy promoting positive self-esteem and wellbeing;
- Strengthen partnerships between school, home and community;
- Establish a learning programme that incorporates all aspects of the National Curriculum, including the children's social, moral, cultural and spiritual education;
- To provide a framework in which sensitive discussions can take place;
- To create a positive culture around issues of sexuality and relationships.

## **2. Statutory requirements**

This policy was developed in response to:

- Children and Social Work Act (2017)
- Relationships Education and Relationships and Sex Education (RSE) and Health Education Guidance, (Department for Education September 2021)
- Equalities Act (2010)
- Special Educational Needs and Disability code of practice: 0-25 years (2014)
- Keeping Children safe in Education – Statutory Safe Guarding Guidance (2023)
- Promoting and supporting mental health and well-being in schools and colleges (2021) updated (2024)

## **3. 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/Audit of PSHE/RSE curriculum content with staff
2. Pupil views sought through conferencing
3. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
4. Consultation with parents – draft policy shared and parents invited to share opinions on policy via online survey October 2022
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## **4. Principles and Values**

At Alver Valley Schools, we recognise that our children have a distinctive need for greater social and emotional understanding. This is also in line with National statistics and local statistics for Gosport, concerning children and young people's

emotional and mental health issues. Our school community is based in an area that sits in the 1st decile on the Hampshire Mental Health and Well-Being index (2023) indicating areas estimated to have more mental health needs. In the same index Rowner is ranked amongst the lowest 10% in the county, hence the schools focus on emotional wellbeing. Therefore our principles are Relationships Education, Sex Education and Health Education:

- Be an intrinsic part of the lifelong learning process, beginning in early childhood and to continue for the duration of their primary years
- Be available for all pupils in our care
- Encourage every pupil to contribute as individuals to the school community as they grow and learn
- Encourage pupils and staff to listen to each other's views and understand the right to hold or express views. We are supportive of different values and opinions to sexual orientation and gender identity. We value the importance of love, respect, kindness, generosity and care for each other.
- We develop an environment where questions and discussion on personal matters can take place without any stigma or embarrassment
- We acknowledge parents and carers are the prime educators in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and pupils, consulting them about the content of programmes
- We understand the wider community has much to offer and we aim to work in partnership with other health and education professionals.

## **5. Curriculum**

Our curriculum is set out in half termly units based around themes. (Appendix 1a) Within these themes are lessons that cover all the Department for Education (DFE) statutory requirements as well as the wider objectives linked to Personal, Social and Health Education (PSHE)

This curriculum has been developed with the age and needs of pupils taken into account. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and at any time we may need to adapt the curriculum.

Although sex education in primary schools is not compulsory, the DfE continues to recommend that primary schools have a sex education programme tailored to the age and physical and emotional maturity of the pupils. This aspect is covered under the theme 'Growing and Changing.'

At Alver Valley Schools we believe that children should learn about relationships as well as the emotional, social and physical aspects of growing up, human sexuality and sexual health in an age-appropriate way. This goes beyond learning about relationships, to include puberty, how a baby is conceived and born, body ownership, and safeguarding.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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

## **6. Delivery of the curriculum**

Relationships Education, Relationships and Sex Education (RSE) and Health Education is taught within our Personal Development curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

We prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene and we teach pupils the correct vocabulary to describe themselves and their bodies.

Pupils also receive stand-alone sex education sessions.

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
- Relationships and living in the wider world

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).

The school recognises that RSE must be taught at both Key Stages. Whenever RSE appears in the school's Personal Development programme in a discrete fashion the class teacher will inform parents about the issues to be covered and seek their support in exploring these issues in the home context.

All teachers are responsible for teaching about and modelling good relationships within school. Much of the general work in school is based on good relationships and in this regard RSE is supported by the school's behaviour management policy.

In the delivery of RSE, teachers will use a variety of teaching methods and resources. The following are recognised methods for the effective delivery of RSE:

- Discussion
- Drama and role play
- Research and presentation.

Teachers will also use other teaching methods to enable pupils to learn about RSE which are age appropriate, taking into account the developmental needs of individual pupils. For SEND pupils the school will be developing the use of the PSHE Association framework for planning. Parents are welcome to discuss with teachers their approach to RSE and the methods of teaching and learning to be used. We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups.

The school uses a wide variety of resources including videos and books. We use Coram Life Education & SCARF resources to support our curriculum and we hold life education workshops for parents to attend. Any resources we use parents are welcome to view. Coram Life Education is the UK's leading charity provider which covers all statutory requirements for relationships and health education. See Appendices 1, 1a and 2.

### **Dealing with sensitive issues**

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about RSE. The following are protocols for discussion based lessons with pupils:

- no one (teacher or pupil) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- only the correct names for body parts will be used;
- meanings of words will be explained in a sensible and factual way;
- teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent.

Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the school's policy in this matter.

## **7. Roles and responsibilities**

### **7.1 The governing board**

The governing board will approve the Relationships Education, RSE and Health Education policy, and hold the Executive Head Teacher to account for its implementation.

### **7.2 The Executive Head Teacher**

The Executive Head teacher is responsible for ensuring that Relationships Education, RSE and Health Education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

### **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
- 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 Executive Head Teacher.

### **7.4 Pupils**

Pupils are encouraged 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.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE (RSE that falls outside the National Curriculum Science Order).

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Executive Head Teacher.

When the Executive Head Teacher receives such a request she will invite the parents to a meeting, at which the Executive Head Teacher will explain clearly what the school's policy is and seek to accommodate the wishes and/or concerns of the parents. If that is not possible the pupil will be withdrawn from RSE and placed in another class where alternative work and supervision will be provided.

The right to withdrawal will be made clear to parents/carers. A copy of this policy will be made available to all parents/carers who request it or it is available on the website.

## **9. Training**

Staff are trained on the delivery of RSE as part of their continuing professional development.

The head teacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by the Personal Development Lead through:

- Ensuring that RSE occurs in the school's curriculum according to the schemes of work for Science and PSHE.
- Monitoring the use of teaching and learning styles;
- Monitoring the use of teaching materials;
- Evaluating the effectiveness of the schools programme.

The co-ordinator will be given time to monitor and evaluate the schools RSE programme as it occurs in the school's schemes of work for each Key Stage.

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


This policy will be reviewed by the Personal Development Lead and the school's governing body annually. At every review, the policy will be approved by the governors and the Executive Headteacher.

In reviewing the policy it will consult the following groups:

- parents;
- staff;
- pupils;

The school will do this by forming focus groups that will look at the policy and its effectiveness.

## Appendix 1: Personal Development Curriculum Map

 PSHE and wellbeing long-term plan based on SCARF half-termly units and related key themes  
(Units include lesson plans that cover all the DfE statutory requirements for Relationships Education and Health Education)

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping my body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

## Appendix 1a



The Coram Life Education & SCARF team will be visiting our school this term.

The children's charity Coram Life Education provides Health and Wellbeing Education support to schools. Workshops are delivered by skilled educators and the SCARF resource is the framework of our PSHE (Personal, Social, Health & Economic) education curriculum.

### Life Education SCARF Workshops

The fun, interactive and age-appropriate workshops help children to understand the importance of physical and emotional health; they learn vital life-skills that are also known to help their overall achievement.

- Early Years and Key Stage 1: children learn about keeping their bodies healthy, managing feelings, being a good friend and the safe use of medicines.
- Key Stage 2: children explore emotional needs, choices that can affect health and wellbeing, qualities of friendship, how to cope with bullying and the influence of friends. They also consider the effects and risks of drug use, including medicines, alcohol and tobacco as well as learning about how few people in their age group and older ages, actually use non-medical drugs – this is social norms education.

### Wider PSHE education and SCARF

Over 45,000 teachers across the UK are now subscribers – here are some reasons why we have chosen this resource:

- SCARF provides a whole-school approach to building essential foundations – crucial for children to achieve their best, academically and socially
- Supports learning across all ages
- Timetabled lessons to support mental health & wellbeing
- Covers all the new DfE statutory requirements for Relationships and Health Education
- Regularly updated online curriculum
- Supports our school in meeting Ofsted's expectations
- UK's leading charity provider – not for profit



## Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

### Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
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 signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	To include notes from discussions with parents and agreed actions taken.