

William Alvey Primary School  
RSE| Policy



Reviewed January 2025

This policy is written primarily for the teaching staff at the William Alvey School. However, other interested parties – parents, governors for example – can also use it as a guide to how we aim to teach PSHE/ RSE

## William Alvey School

*Learning Today for Living Tomorrow*

### Relationships and Sex Education Policy (RSE) Policy

#### Vision

At William Alvey School, RSE reflects our vision and values to demonstrate and teach the skills, knowledge and understanding pupils need to lead confident, healthy lives, in order to become informed, active and responsible citizens. In this sense, we want our children to ‘Learn Today for Living Tomorrow.’

PSHE/RSE is taught in the context of relationships and promotes self-esteem and emotional health and wellbeing to help children form healthy meaningful relationships, based on respect for themselves and for others. We believe that RSE should include information about physical, moral and emotional development and the school will ensure that pupils are given information appropriate to their age and stage of development.

We are committed to working in partnership with parents and carers, and understand the importance of sharing our RSE programme with families, so that they are able to support their children’s physical, moral, mental wellbeing and emotional development at home. All children deserve to see themselves, their families and the full diversity of the world reflected in the curriculum.

We aspire to develop nurturing lessons, building on our approach to spirituality, so that children can reflect on the ‘Ows, Nows and Wows’ of their learning journey and develop a Growth Mindset. We strive to develop resilience when our children are challenged, and to develop respectfulness and tolerance when learning and communicating together. We encourage all our children to be aspirational by acquiring new skills throughout their time at the Alvey that will allow them to engage and excel in their future learning and future careers.

At the William Alvey, our key message is ‘We plant the seeds that one day will grow. We water seeds already planted knowing that they hold future promise.’ Our RSE approach is crucial to this aim of ensuring all members of our community develop the life skills to reach their full potential so they can experience ‘life in all its fullness (John 10:10).’

*Education is for improving the lives of others and for leaving your community and world better than you found it.*

*Marian Wright Edelman*

#### Intent

The intent of our Relationships and Sex Education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood, through adolescence into adulthood.

We will:

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty, 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.

## Statutory Requirements

William Alvey's Relationships and Sex Education (RSE) policy is based on the DfE guidance document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance' (2019). It is taught within the wider subject of Personal, Social, Health and Economic Education (PSHE)

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils in primary schools. In teaching RSE, we have regard to the guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

The DfE recommends 'that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born'.

## Definition of RSE

RSE is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It aims to give pupils essential skills for building positive, enjoyable, respectful and non-exploitative relationships and the skills to stay safe both on and offline. It enables pupils to explore their own and other's attitudes and values; it builds their self-esteem and confidence to view their sexuality positively and to make responsible and informed decisions about their health and well-being. RSE is not about the promotion of sexual activity. We are focused on giving children the skills to develop positive relationships.

At William Alvey School, learning about human body parts, growth and puberty will be taught through the science curriculum. Parents **do not** have the right to withdraw their children from these topics. While sex education is not mandatory, at the William Alvey School we have decided that it is important to include it in our year 6 curriculum, to protect and prepare the children in our community. Parents **do** have the right to withdraw their children from this aspect of the curriculum. (see below for more information)

## Implementation

Our RSE curriculum was developed in consultation with staff, governors, pupils and parents.

The topics we cover include:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships

- Being safe
- Mental well-being
- Healthy eating
- Health and prevention
- Drugs, alcohol and tobacco
- Basic first aid
- Changing adolescent body

### Early Years Foundation Stage:

As outlined in The Early Years Statutory Framework, ‘Personal, Social and Emotional Development’ is a prime area of learning. Through the EYFS curriculum, children are taught to play co-operatively, take turns with others, and to show sensitivity to others’ needs and feelings. Children are enabled to form positive relationships with adults and other children, and talk about how they, and others, show their feelings.

Through the ‘Understanding the World’ Early Learning Goal, children learn that others do not always enjoy the same things as they do. They are taught about similarities and differences between themselves and others, and among families, communities and traditions. They talk about their own, and others’ behaviour and learn that some behaviour is unacceptable. They develop their understanding of ways to keep healthy and safe. Children make observations of animals and plants, explain why some things occur, and talk about changes.

### Key Stage One and Two

At the Alvey, we follow a scheme called Talking Points, which follows a question- based curriculum.

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
I am Me	Why should I exercise?	What can affect my health?	What’s that feeling I have?	Can I set goals for me?	How should I manage my money?
Class Rules	What if I don’t like vegetables?	What’s a balanced lifestyle?	What do I do when my friend is cross?	Class rules	How do drugs damage my health?
My Family	Are medicines always good?	What is Health and Safety?	How do I compromise?	Growth Mindset	What affects my mental health?
Who is special to me?	Can I stop myself getting ill?	How does smoking damage my health?	How do I do emergency first aid?	Protected Characteristics	Will sad things happen to me?
What makes me happy	What does angry feel like?	Who can help me be safe?	Am I at risk?	Mental Health	How do I break a habit?
I am kind	How do I make you feel?	What is restorative justice?	How do I stay safe online?	Alcohol	Should I give in to peer pressure?
Children in Need	Is it right or wrong?	What are my rights and responsibilities?	Am I safe on my mobile phone?	British/Alvey values	Should I send/post something I’m not comfortable with?
Growth Mindset	How can I compromise?	What happens if I break a rule?	What can I do about negative thoughts?	Peer pressure	What if I get dared?

	What are rights and responsibilities?	Why should I tell the truth?	Should I own up?	Children In Need	If it happens all the time, does it mean it's right?
New Years Resolution	How do I contribute?	What does honesty really mean?	Is it ok to hug?	Anti Bullying Week	What is puberty?
I'm a good friend	How can I save our planet?	What do I do when my friend is sad?	What's an aspiration?	Drugs and Tobacco	How do humans reproduce? Sexual intercourse, how a bay grows, conception.
I am different	Where could my money come from?	Who do my actions affect?	What is enterprise?	Online safety	How do we look after ourselves?
When should I wash my hands?	Do I know my body?	What are my relationship rights and responsibilities?	What worries me in the world?	Healthy Relationships	Are images in the media real?
Why are my teeth important?	What does private really mean?	How do I raise my concerns?	What is discrimination?	First Aid	Should I trust the media?
I don't like it?	Who can I trust?	What's a community?	What does it mean to be anti-social?	Managing money/ debt	Should I join in an argument?
My body belongs to me	Should I keep a secret?	How can we be different?	How do I support my community?	Voting	Am I a cyber bully?
Comic Relief	Am I safe online?	Who else lives in my region?	What's a volunteer?	How my body changes during puberty, including periods/ ovulation. Are girls the same as boys?	Have I trolled someone?
How do I stay safe?	What should I aim for?	Who else lives in the UK?	Can I volunteer or help others?	Emotional changes. Having a crush, going on dates, different types of friendships.	What sort of person shall I be?
What shall I do in an emergency?			How my body changes during puberty, including periods/ ovulation.	Moving on	
What do I do with money?					
I am growing up.					

RSE is firmly embedded in a cross-curricular approach to teaching and learning, with strong links to PSHE, computing, PE, RE and science. The school uses a range of resources to deliver effective RSE, including a scheme called Talking Points, produced by Entwine Education. Where RSE is taught within the curriculum, it is delivered in mixed ability and gender groups, other than when it is deemed more appropriate for topics to be covered in single sex groups. Adults do their best to answer all questions honestly with due regard to the age and stage of the pupils' development, ensuring sensitivity and care. Aspects of PSHE/RSE may be covered as part of a planned programme of assemblies delivered by the teaching staff, including the Head Teacher. Strong emphasis is placed on the promotion of British Values and the values of William Alvey School. Where it is deemed beneficial, visiting speakers from the local community, or other professionals may be utilised to support the delivery of the RSE curriculum. Their input is carefully planned and monitored to fit into and complement the curriculum. Teachers are always present during sessions delivered by visiting speakers and the teachers remain responsible for the delivery of the RSE curriculum.

Staff are aware that views around RSE related issues are varied. However, whilst personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs, so that pupils are able to develop their own informed opinions whilst developing respect for others who may have different opinions.

All schools have a duty to encourage children to respect one another and to prevent bullying in whatever form it may take. Our RSE curriculum is designed to meet this ambition.

#### Managing Difficult Questions

We recognise that some aspects of RSE for teachers, pupils, parents and the wider school community may be considered sensitive or challenging. We respect the varied beliefs and values held by our school community, however, personal beliefs and attitudes will not influence the teaching of RSE. Teachers and all those contributing to them are expected to work within our agreed values framework as described in this policy and supported by current legislation and guidelines. Pupils may ask explicit or difficult questions, or seek information about specific issues. It is school policy to address these questions and provide information in a straightforward, age and maturity appropriate way. Questions do not have to be addressed at the time, and can be addressed individually later. The school believes that individual teachers must use their own skill and discretion in these situations and refer to the Headteacher if they are concerned. An anonymous question box is advisable and 'open question' sessions should be avoided. Questions that are not age/ school appropriate, will be responded to with a set answer, referring children back to their parents.

#### Sex Education and the Parental Right to Withdraw

The teaching of sex and relationships is essential if young people are to make responsible and well-informed decisions about their lives. The aim is to help and support young people through their physical, emotional and moral development, helping them to learn to respect themselves and others and move with confidence through adolescence into adulthood.

We have based our school's sex education policy on the DfEE guidance document 'Sex and Relationship Education Guidance' (ref DfEE 0116/2000) along with more recent updates and guidance. In this document, sex education is defined as: 'Learning about physical, moral and emotional development.' It is about understanding the importance of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. While we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows

children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

We teach sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our personal, social and health education (PSHE/RSE) curriculum, we also teach some sex education through other subject areas (for example, science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

Our full SRE (Sex and Relationships Education) programme of study is on the school website, within the PSHE/RSE curriculum.

William Alvey School is well aware that the primary role in children's RSE education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- Inform parents about the school's RSE policy and practice.
- Answer any questions that parents may have about the RSE education of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE education in the school.
- Aim to work collaboratively with parents, in order to prepare children for the next steps in their learning journey, and enable them to form safe, healthy relationships.
- Believe that through consultation, and an exchange of knowledge and information, children will benefit from hearing consistent messages about their changing body and their increasing responsibilities, for their personal safety, hygiene, physical and mental health.

Parents/guardians **do not** have the right to withdraw their children from Relationship Education. Elements of Sex Education are included in the Primary Science Curriculum and parents/guardians do not have the right to withdraw their children from learning about growth, naming body parts and puberty.

Parents **do** have the right to withdraw their children from lessons regarding reproduction. In a nutshell, this can be simply defined as 'the act of sex to conceive a baby.' Parents will receive a letter prior to the commencement of the teaching of this area of the RSE curriculum. Requests for withdrawal should be put in writing to the Head Teacher. We will invite you to talk through your concerns, review the materials we use and explain our rationale.

Withdrawing your child from Sex Education remains a statutory right as a parent or legal guardian.

## Impact

Our Talking Points scheme provides the children with a highly effective curriculum for RSE/ PSHE. Pupils at William Alvey are enabled to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others. We continuously assess the implementation and impact of our RSE curriculum in order to achieve the highest outcomes possible across all year groups and ensure we provide the support that is necessary for all children to have a good understanding of the complexities of relationships and a secure knowledge and skills base to navigate their way through these, now and in the future. Through our RSE curriculum, we believe we enhance children's education and continually observe them becoming confident individuals. We believe they develop positive body awareness, an in-depth knowledge of how to keep themselves safe and healthy and, through our Alvey Values, forge and maintain positive relationships with a diverse range of family and friendship groups.

## Roles and Responsibilities

**The Governing Body:** The Governing body have approved the PSHE/RSE policy and hold the Head Teacher to account for its implementation.

**The Head Teacher:** The Head Teacher is responsible for ensuring that PSHE/RSE is taught consistently and to a high standard across the school, and for managing requests to withdraw pupils from the non-statutory/non-science components of RSE.

**The Staff:** Staff are responsible for delivering PSHE/RSE in a sensitive way; modelling positive attitudes to RSE; monitoring progress; responding to the needs of pupils; responding appropriately to the pupils whose parents wish them to be withdrawn. Staff do not have the right to opt out of teaching PSHE/RSE.

**The Pupils:** The pupils are expected to engage fully in PSHE/RSE and treat others with sensitivity and respect.

## Assessment, recording and reporting

In the EYFS, class teachers assess children's development and progress in PSHE by making informal judgements as they observe children. Alongside these judgements, teachers use the personal, social and emotional objectives (as stated in Development Matters) to make more formal judgements of children's progress and development in this prime area of learning. Teachers keep a record of children's achievements through daily observations, or photographs/videos.

In KS1 and KS2, class teachers provide feedback to pupils both verbally and in written form. This is subject-specific with the aim of developing and challenging children's knowledge, skills and understanding in PSHE. Self-assessment by the pupils is through discussion and the Pre and Post worksheets, where children can record their own progress

## Monitoring

The RSE/PSHE Curriculum Leader, in consultation with the Head Teacher, monitors the delivery of RSE in order to review good practice and update policies as necessary. This includes carrying out learning walks and planning scrutiny. Pupils' development in PSHE/RSE is monitored by class teachers as part of our internal assessment systems.

## Policy Development

This policy has been developed in consultation with staff, pupils, governors and parents.

This policy should also be read in conjunction with safeguarding, child protection, extremism, equality and diversity, online safety and confidentiality.

The RSE/PSHE Curriculum Lead will review the School's PSHE/RSE education policy as required. This review will monitor the effective implementation of this policy and report its findings and recommendations for any necessary modifications to the Governing Body.

The Curriculum Lead and Governing Body give serious consideration to any comments from parents about the PSHE/RSE curriculum, and makes a record of all such comments.