Relationships and Sex Education (RSE) Policy

Reviewed Nov 2026 next review Nov 2030

Whole School (RSE) Relationships and Sex Education and Health Education Policy

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Introduction

This policy outlines how Valley View Primary delivers Relationships and Sex Education (RSE) in line with the Department for Education's statutory guidance from July 2025.

RSE is taught as part of our Personal, Social, Health and Citizenship Education (PSHCE) curriculum

Effective RSE and Health Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

The programme of study for RSE aims to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

Curriculum Intent

Curriculum intent: To provide a broad, balanced curriculum which is relevant to and widens the experiences of our children in order to prepare them for the challenges they will face and inspire a love of knowledge, learning and life.

Subject specific intent: We want all of our children to grow up healthy, happy, safe and able to manage the challenges of growing up. We aim to provide a broad, balanced curriculum which is relevant to and widens the experiences of our children in order to prepare them for the challenges they will face and inspire a love of knowledge, learning and life. Our curriculum will equip our children with knowledge to make decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. Specifically, Relationships Education will put in place the building blocks needed for positive, healthy, respectful and safe relationships, including with family, friends and online. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right.

Mosaic Federation believes strongly in the importance of quality PSHE/RSE education. It provides a fundamental foundation to support all children in being prepared for life long learning. We believe that skills for life need to be explicitly taught, as part of a broad and balanced curriculum, to ensure that our children are well prepared for life. Our aim is to enable our children to become healthy, independent and responsible members of our society and to help them tackle many of the social, moral and cultural issues that are part of growing up. We provide children with the opportunity to learn about respectful relationships, their rights and responsibilities and to appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self worth by playing a positive role in contributing to school life and the wider community. Children will know how to stay safe online and understand what healthy relationships should look like in real life and online. They will have an awareness of services available to support them in times of need including: NSPCC, Child Line and other organisations.

Statutory Requirements and Information

From September 2019 it has been a statutory requirement that all primary schools deliver a RSE curriculum. 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 receiving primary education and relationships and sex education (RSE) compulsory for all pupils receiving secondary education. They also make health education compulsory in all schools except independent schools. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE

Personal, social, health and economic education (PSHE) continues to be compulsory in independent schools. The national curriculum also states that ‘all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum.

As a primary school, we are required to teach Relationships Education and Health Education. Sex Education is not statutory in primary schools. Some primary schools choose to teach Sex Education. At Valley View, our curriculum does not include elements of Sex Education.

The science curriculum includes content on human development, including reproduction, which there is no right to withdraw from. In Year 5 & 6 at Valley View, we enlist the support of a school nurse in the delivery of content around changes relating to puberty. Parents of those children involved receive specific information relating to this prior to the session.

This policy is informed by:

• Relationships Education, Relationships and Sex Education (RSE) and Health Education – DfE, 2025

Relationships:

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Children will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, we will teach children how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been content on:

• families and people who care for me

• caring friendships

• respectful relationships

• online relationships • being safe

Health:

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of primary school, pupils will have been taught content on:

• mental wellbeing

• internet safety and harms

• physical health and fitness

• healthy eating

• facts and risks associated with drugs, alcohol and tobacco

• health and prevention • basic first aid • changing adolescent body

Equal Opportunities Statement

The school is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of children's emotional/physical needs, cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups

Working with parents and the wider community

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

PSHE/RSE curriculum intent has been shared with parents, alongside a key vocabulary list in September 2026 following a parental consultation of the updated curriculum and vocabulary to be used in specific year groups . Parents will be informed of new curriculum changes and what is compulsory/ non compulsory and the option to opt out of non statutory guidance can be given if requested. Parents are not able to withdraw their child from Relationships education because of the importance of the content.

Parents' Right to Withdraw:

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe. Our school can choose to teach Sex Education if it becomes applicable to a specific cohort. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they be withdrawn. At primary level, the head teacher must grant this request. The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is **no right to withdraw from.**

Key School Contacts

Role	Name	Base	Contact
Executive Head Teacher	Gemma Jeynes	Valley View Primary /Hedworthfield Primary	0191 489 3143/ 0191 537 3373
Head of School	Jane McGurk	Valley View	0191 489 3143
Head of School	Emma Riches	Hedworthfield	0191 537 3373
PSHE Lead	Ashley Flynn	Valley View	0191 489 3143
PSHE Lead	Hayley Richardson	Hedworthfield	0191 537 3373
Mental Health Champion	Cathryn Henderson	Hedworthfield & Valley View	0191 537 3373

Email Contact:
Valley View Primary School: info@valleyview. s-tyneside.sch.uk
Hedworthfield Primary School: info@hedworthfieldprimary.com

Provision and Resources

RSE is firmly embedded in Personal, Social, Health Education. A whole school approach is essential and effective because many aspects of school life influence pupils' personal and social and RSE development. The RSE Curriculum can be delivered through 4 main areas:

- P.S.H.E. designated time (family groups and weekly SCARF Coram Scheme)
- Teaching in and through other curriculum areas.
- Through enrichment activities and school events.
- Through pastoral care and guidance.
- Pol-Ed Resources where appropriate.

We aim to deliver RSE as a whole school approach in order to provide a full curriculum in the most effective way, providing a breadth of opportunities. As a federation we follow the Coram SCARF scheme of work (which stands for Safety, Caring, Achievement, Resilience and Friendship). The scheme provides a whole-school approach to building these essential foundations. This is crucial for children to achieve their best, academically and socially. SCARF is a whole-school approach to promoting behaviour, safety, achievement and wellbeing and meets all statutory requirements for RSE and Health Education.

Each year group follows a PSHE/ RSHE topic every half term:

- Autumn 1 Term- Me and My Relationships
- Autumn 2 Term - Valuing Difference
- Spring 1 Term- Keeping Myself Safe
- Spring 2 Term - Rights and Responsibilities
- Summer 1 Term - Being My Best
- Summer 2 term - Growing and Changing (RSE- related issues)/ transition.

Family group system

Family Group is delivered by Family Group leaders in mixed age groups across school. It is planned in themes by the PSHE coordinator. Our Family group pastoral system is a key strength in the school and is reviewed termly to ensure coverage is current and reflective of the needs of school and encompassing British Values and SMSC and RSE content. The RE coordinator also ensures spiritual, moral , social and cultural strands are covered in family Groups as well as in the RE curriculum/ enhancement Culture weeks.

PSHE/RSE sessions are timetabled on a weekly basis and are taught with a year group focus, using the comprehensive SCARF scheme.

The overarching aim for PSHE/RSHE education is to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes,
- beliefs, rights and responsibilities
- the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

In addition we aim to equip children to gain:

- skills to help children to cope through childhood and as adults like making informed decisions and choices.
- A sense of self-worth, confidence, independence and responsibility.
- Knowledge and understanding that will make it possible to plan lifestyles that will keep themselves and others safe and healthy.
- Develop effective relationships by helping to cope with their own feelings and to understand the feelings of others.
- Children's respect for the differences between people.
- Mutual respect, sharing, listening, feeling empathy and responsibility.

Inclusion and Accessibility

RSE is accessible to all group of pupils, including those with SEND. Teachers adapt planning and delivery to ensure accessibility by using visual aids, simplified language, pre teaching, and working with the SENDCo. All pupils can participate meaningfully and feel included.

We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly or open evening, or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church, whom we invite into school to talk about their role in creating a positive supportive local community.

RSHE education should address both pupils' direct experience and preparation for their future. There is a clear framework for PSHE/RSHE across school. This ensures that children are exposed to age appropriate topics and resources that are progressive across school. Our topics will focus on the needs of specific cohorts, the community and the local area. To ensure that topics are relevant to children and provide them with specific knowledge and skills to equip them for life beyond school. Developing a PSHE/RSHE programme which meets pupils' needs and which is tailored to local circumstances is critical. Family Group planning is reactive to the needs of our contextualised safeguarding, current children and community.

In doing this we aim to equip children with:

- Skills to help children to cope through childhood and adult life making informed decisions and choices.
- A sense of self-worth, confidence, independence and responsibility.
- Knowledge and understanding that will make it possible to plan lifestyles that will keep themselves and others safe and healthy.
- Develop effective relationships by helping to cope with their own feelings and to understand the feelings of others.
- Children's respect for the differences between people.
- Mutual respect, sharing, listening, feeling empathy and responsibility.

- Personal, social and health education (PSHE) and citizenship enables children to become healthy,independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, we help develop their sense of self worth.
- We teach them how society is organised and governed.

We ensure that they:

- experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

Parental Right to Withdraw

Parents do not have the right to withdraw their child from Relationships or Health Education. Parents do have the right to withdraw their child from non-statutory Sex Education (lessons beyond the national curriculum for science). Parents wishing to do so should contact the Headteacher in writing. They will be offered an opportunity to view teaching materials and discuss support for their child.

Alternative arrangements will be made for pupils withdrawn from these lessons. The full RSE curriculum is available to view on the school website.

Please note at Valley View all curriculum coverage is part of the National Curriculum for Science. We do not include any non- statutory Sex Education.

Responding to Pupils' Questions

At Valley View , we recognise that children may have questions arising from RSE lessons or general curiosity. Teachers will:

• Provide clear, factual answers using correct vocabulary, matched to the child's level of understanding.

• Use the school's agreed resources/ vocabulary list to ensure consistency.

• Promote safeguarding and well-being.

• Refer to parents when questions are not age-appropriate or beyond non- statutory content.

Safeguarding and Confidentiality

RSE supports pupils in recognising when they or others may be at risk and helps them seek support from trusted adults. Teachers will handle all disclosures sensitively and in line with the school's safeguarding policy. Concerns about a pupil's welfare will be reported to the DSL or DDSL.

Monitoring and review

The PSHCE and RSHE Lead and Curriculum Lead monitors the implementation and impact of this policy through planning reviews, pupil voice, and consultation with parents and governors.

This policy is reviewed annually and approved by the Governing Body. It has been shared with parents and carers as part of our RSE consultation process.

We will regularly assess children against the National Curriculum, on a half termly basis. Assessments will be made against the National curriculum and Summative SCARF Statements for each year group. A colour coded system will be used to indicate where a child is working in relation to Age Related Expectations:

Assessment comparative to ARE	Colour Code
Working below	
Working At	
Working Above	

As part of the school's monitoring cycle, a schedule will be put in place at the beginning of each academic year. This will outline the arrangements for monitoring. Monitoring will be used to inform judgements on the quality of teaching and learning across the federation. It will be used to inform development/training opportunities for the whole school, as well as individuals. Good practice will be shared across the federation. PSHE, including the RSHE element , assessments are accurate and up to date for each year group using the curriculum assessment document.

Assessments are updated each half term using the appropriate colour code. If children are assessed as not meeting the required standard of the learning intentions of the lesson, then specific intervention/ social stories or small group activities are implemented to ensure that they have grasped the concept of the lesson/ topic.

Monitoring will constitute a range of evidence, in order to gain a holistic view:

- Book scrutinies
- Lesson observations
- Staff discussions
- Pupil discussions
- Learning walks

Development/ action points will be reviewed on a termly basis in order to ensure a cycle of development aimed to improve outcomes for all children. A formal subject leader/ coordinator report will be updated each term, monitoring the progress of development/ action points put in place by the coordinator. The report is shared and monitored by senior management termly to ensure accountability across every layer in school.