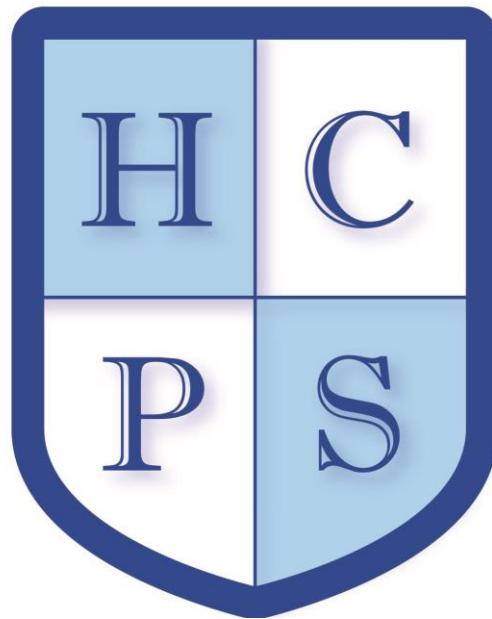


# Hunslet Carr Primary School



Relationships and Sex Education

**High Expectations  
Caring  
Positive Attitudes  
Successful**

Policy reviewed: Oct 2024

To be reviewed: Oct 2025

*High Expectations, Caring, Positive Attitudes, Successful*



The office blocks of Leeds are visible from our classrooms and it is our belief and desire that children from Hunslet Carr Primary School should be able to grow up and be successful within their own city. We want our children to aspire to be the lawyers, doctors and professionals that work in our city every day and to give them experiences to inspire their self-belief.

The key to ensuring our children succeed, both while pupils at the school and in the future, is having a caring stimulating and stable environment in which to enjoy their early years. We work hard to ensure the school allows our pupils to grow in to happy, caring members of the community.



**What does Impossible is Nothing means to us?**

**Impossible is Nothing means you can achieve anything when you are resilient and you persevere.**

## **Introduction and Aims**

Hunslet Carr Primary School aims to provide relevant, effective & responsible Relationship and Sex Education (RSE) to all its children, as part of the school's personal, social, health, economic (PSHE) curriculum. The school wants parents, carers, and children to feel assured that our RSE policy is appropriate to the age and development of all children and through our lessons, it is safe to voice opinions and concerns relating to RSE.

All teachers, governors, parents, and carers have access to the policy, which is available on our school website. Hard copies are available upon request. Our RSE planning is also available on parent/carer consultation evenings.

## **What is RSE?**

RSE is lifelong learning about physical, moral, and emotional development. It is about understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sexual reproduction (*Sex and Relationship Education Guidance, DfE 2000*).

We are required to teach RSE as part of our curriculum. Current regulations and guidance from the Department for Education (DfE) state that, from September 2020, all schools must deliver RSE.

We believe high quality RSE helps create a safe school community in which our children can grow, learn, and develop positive, healthy behaviours for life.

## **It is essential for the following reasons:**

- RSE plays a vital part in meeting the school's safeguarding obligations as outlined in the updated [Keeping Children Safe in Education – Statutory Guidance for Schools and Colleges \(September 2024\)](#)
- The [DfE 2019 statutory guidance](#) states that, from September 2020, all schools providing primary education must teach Relationships Education
- Children have a right to quality education, as set out in the [United Nations Convention on the Rights of the Child](#)
- Children need to be prepared for the physical and emotional changes they undergo at puberty and benefit from learning about relationships
- Ofsted states that schools must have a preventative program that enables children to learn about safety and risks in relationships
- National Curriculum: RSE plays an important part in fulfilling the statutory duties the school has to meet [as section 2 of the National Curriculum Framework \(DfE, 2013\) states](#)
- The Department of Health set out its ambition for all children to receive high quality Relationships and Sex Education in the Sexual Health
- These duties are set out in the 2002 Education Act and the 2010 Academies Act. Whole school (Section 5) Ofsted inspections consider the extent to which a school provides such a curriculum.

Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' emotional wellbeing, and improving their ability to achieve in school and under the Education Act (1996) to prepare children for the challenges, opportunities, and responsibilities of adult life.

A comprehensive RSE program can have a positive impact on pupils' health and wellbeing and their ability to achieve and can play a crucial part in meeting these obligations. In addition to the above-Statutory Aspects of RSE:

- The law states that 'schools must teach the biological elements of the RSE in the National Curriculum.' *Education Act 1996*
- The governing bodies of schools are required to keep an up-to-date RSE policy that describes the content and organisation of RSE provided outside the National Curriculum Science Orders.

**Statutory aspects of Sex Education within the National Curriculum Science:**

All schools must teach the following as part of the Science Curriculum; parents/carers do not have the right to withdraw their child/children from this.

**Science Curriculum:**

Key Stage 1	Key Stage 2
<ul style="list-style-type: none"> <li>• Identify, name draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> <li>• Notice that animals, including humans, have offspring which grow into adults</li> <li>• Describe the importance for humans of hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the differences in the life cycles of a mammal, an amphibian, an insect, and a bird</li> <li>• Describe the life process of reproduction in some plants and animals</li> <li>• Describe the changes as humans develop to old age.</li> </ul>

**PSHE Curriculum:**

Families and people who care for 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 characterized by love and care.</li> </ul>
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 friendships as to face-to-face friendships, 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>

<p>Caring friendships</p>	<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>
<p>Respectful relationships</p>	<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 or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• practical steps they can take 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 cyber bullying), 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> <li>• the importance of learning and understanding our Chimp and learning how strategies to manage our Chimp in reaction to different people/situations.</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, the concept of consent 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>
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### Health Curriculum

Health and prevention	<ul style="list-style-type: none"> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</li> </ul>
Changing adolescent body	<ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

### **Non-statutory aspects of RSE:**

- The law states that 'children and young people have the right to access information which will allow the individual to make decisions about their health.'  
*Human Rights Act 1998*
- Ofsted states that:
  - 'pupils should be provided not only with the knowledge they need but also be allowed to tackle the issues of emotional development and self-esteem'
  - 'children in transition year should be taught about how a baby is conceived and born'
  - 'boys & girls need to be prepared for puberty'

*Ofsted Sex and Relationship Guidance 2002*

### **The needs of children:**

We recognise an interactive approach to RSE will better develop the skills of our children and is more likely to meet their needs. We will involve children through:

- discussions with small groups of children
- questionnaires/surveys (e.g. the My Health My School Survey)
- pre and post assessment activities for RSE and school council meetings.

### **Intent – Implementation and Impact**

RSE is learning about the emotional, social, and physical aspects of growing up, relationships, and sex. Some aspects appear in the science curriculum, and others are taught as part of PSHE.

A comprehensive program of RSE provides accurate information about the body, reproduction, and sex. It also gives children and young people essential skills for building positive, enjoyable, respectful, and non-exploitative relationships and staying safe both on and offline. The policy applies to:

- the Headteacher and members of staff
- all children and their parents/carers
- the governing body and religious leaders/faith groups.

The Headteacher is responsible for ensuring RSE is taught consistently across the school & managing requests to withdraw from non-statutory components of RSE.

### **Intent**

Our RSE program aims to:

- focus on the skills needed for successful relationships
- provide a moral framework that will guide decisions and behaviours
- give a clear understanding of their own bodies
- develop the confidence and know-how to seek help and advice
- raise children's self-esteem, self-awareness and confidence
- develop an awareness of the right they have over their own body
- develop the rights of others to hold opinions that differ from their own if these views do not impact on the rights of anyone else
- encourage children to take responsibility for and accept the consequences of, their actions
- reduce the risks to their own health and the health of others.

It is not the aim of RSE to:

- encourage children to become sexually active
- promote a particular sexual orientation or sexualise children.

### **Moral values and Framework:**

Our primary school teaches RSE within the following moral & values framework, which promotes:

- self-respect and respect for others
- honesty, empathy, mutual respect, support and cooperation
- responsibility for personal actions
- an awareness of the uniqueness of individuals
- tolerance, respect, and acceptance towards others who may have different backgrounds, faiths, beliefs, cultures and sexuality
- an awareness of not making assumptions about others
- the right of people to hold their own views (if these views do not impact negatively on the rights of others)
- the right not to be abused or taken advantage of by other people
- the right to accurate information about sex and relationship issues.

Through the provision outlined in this policy, the school's overall aims of RSE are to teach and develop the following three main elements:

**Attitudes and values:**

- the importance of values, individual conscience, and moral considerations
- the value of family life and stable, loving relationships for the nurture of children
- learn the value of respect, love, and care
- explore, consider, and understand moral dilemmas
- develop critical thinking as part of decision-making.

**Personal and social skills:**

- learn to manage emotions and relationships confidently and sensitively
- develop self-respect and empathy for others
- learn to make choices based on an understanding of difference and with an absence of prejudice
- develop an appreciation of the consequences of choices made
- manage conflict
- learn how to recognise and avoid exploitation and abuse.

**Knowledge and understanding:**

- learn and understand physical development at appropriate stages
- understand human sexuality, reproduction, emotions, and relationships
- learn about contraception.

**Equal Opportunities**

Hunslet Carr Primary School is committed to providing RSE to all children. We value the different backgrounds of everyone in school and in acknowledging and exploring different views and beliefs, we seek to promote respect & understanding.

We encourage respect for all religions and cultures. We do not ask children to represent the views of a particular religious or cultural group to their peers unless they choose to do so.

RSE helps all children understand their physical and emotional development and enables them to make positive decisions in their lives. We ensure that all children receive RSE, and we offer provision appropriate to the needs of all our children, taking specialist advice where necessary.

Staff will differentiate lessons to ensure that all members of the class can access the information fully. The school will use a variety of different strategies to ensure that all children have access to the same information.

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all children. Inclusive RSE will foster good relations between children, tackle prejudice and promote understanding and respect, enabling us to meet the requirements and live the intended spirit of the Equality Act 2010. In teaching, reference may be made to people who identify as LGBTQ+.

**Implementation (PSHE and/or Science)**

At HCPS, we teach our PSHE curriculum through our Crew Curriculum. On a Mindful Monday, each Crew will access Happy Healthy Time, where our children will learn to discuss and regulate their emotions. On Wise Wednesdays, each Crew will access their PSHE curriculum following the PSHE curriculum.



For certain subjects, these will be taught as standalone lessons, such as RSE, DV, and Bullying. By the end Key Stage 1 the following topics will be covered:

- differences and similarities between people
- biological differences between male and female animals
- creation of new life requires a male and a female
- female mammals give birth and nurse their young
- identifying and naming the biological terms for the main human sex parts
- that male and female sex parts are related to reproduction
- all living things including humans start life as babies
- key stages in the human life cycle
- ways that the children have changed since they were babies
- that we all have different needs and require different types of care
- the links between needs, caring, and changes throughout the life-cycle
- different types of family
- that families care for each other in a variety of ways
- what is different and special about their home-life

By the end of Key Stage 2 the following topics will be covered:

- the physical and emotional changes of puberty and growing up
- sex and reproduction
- Female Genital Mutilation (FGM) and Domestic Violence (DV)
- naming body parts, including internal and external sexual organs
- personal hygiene
- challenging sexual stereotyping, assumptions, and prejudice
- considering media messages and developing a positive body image
- changing and different types of relationships as we grow up
- how to find help and support to cope with peer influence and peer pressure
- considering rights and responsibilities.

**Adults and children in teaching and learning about RSE will use the following agreed vocabulary:**

	Will be used The words and phrases below will be used by adults and children in the teaching and learning process.	Will be referred to Some vocabulary will be used to support teaching and learning, especially about the use of appropriate language.	May arise We do not plan to teach but it but language may arise e.g. to re-visit some learning, to clarify or re-teach some aspects.
Reception	Love, Relationship, Family, Marriage, Support, Caring, Loving, Consent		
Year 1	Love, Relationship, Family, Marriage, Support, Caring, Loving, Consent		
Year 2	Above + Pregnancy, Birth, vagina, penis.		
Year 3	Above + Puberty,	Heterosexual, Gay, Lesbian,	
Year 4	As Above + Menstruation, period, Bisexual, transgender, LGBTQ+, homophobia.	Heterosexual, Gay, Lesbian, Bisexual, Homophobic, LGBTQ+	

Year 5	Above + Foreskin, Testicles, Scrotum, Wet dreams, erection, ovary, egg, Heterosexual, Gay, Transgender, Lesbian, Bisexual, Homophobic, Transphobic, Biphobic, Homophobia, LGBT+ Transphobia, Biphobia,	Biphobic, Biphobia, Transphobia, Transphobic Transgender,	
Year 6	Above + Conception, Ovary, Ovum, Egg, Fallopian tube Vulva, Labia, Clitoris, Cervix, Sperm, Ejaculation, Erection, Wet dream, Sexual intercourse, Penetration, Make Love, Pleasure, Egg, Ovum, Foetus, Cells,		

### **Delivering RSE:**

RSE is delivered in both Science and PSHE lessons. It is delivered by the children's class teacher with the support of the class support assistant.

### **Use of outside agencies:**

Our school has a code of practice for using visitors where appropriate:

- visitors are invited into school because of the expertise or contribution they can make
- all visitors are made familiar with the school's RSE policy & must work within it
- all input into PSHE lessons is part of a planned program and negotiated and agreed with staff in advance. We use You, Me & PSHE curriculum (as agreed by Leeds Healthy Schools).

### **Monitoring and evaluating RSE:**

- questionnaires and discussions
- teacher assessments
- childrens' self-assessment and evaluations
- teacher evaluations at the end of a block of lessons to inform future teaching.

### **Informing parents/carers of the RSE program:**

Before any year group embarks upon its RSE programme, parents/carers receive a letter informing them of the up-and-coming RSE lessons.

In Years 4, 5 and 6, where the content extends beyond that of the Science National Curriculum, parents/carers are invited to a meeting that gives an overview of the topics their child will be covering. Parents/carers can take away a copy of the school's RSE policy on request. The policy is available to discuss during parent consultations.

### **Specific issues within RSE teaching**

'Parents have a right to withdraw their children from any RSE that is provided outside the Statutory Science but schools must inform them of the effect such a decision might have on the child.' (*Education Act 1996 and Learning and Skills Act 2000*)

We strongly advise parents/carers to think carefully before withdrawing their child from RSE lessons.

Those parents/carers wishing to exercise this right are encouraged to attend the pre-teaching parents' meeting. If they still wish to withdraw, they must arrange a separate meeting with the Headteacher to discuss their objections and concerns, and to reflect on the possible consequences that withdrawal may have on their child. These could include the high likelihood that their child will hear about the content of lessons from other children. They may also read about RSE on the internet or other sources of information sharing.

Children who are withdrawn from RSE will attend learning in another class, or engage in other useful activity, depending on the needs of the individual.

### **Safeguarding Children:**

RSE plays an important part in fulfilling the statutory duties all schools must meet. The subject helps children understand the difference between safe and abusive relationships & equips them with the knowledge & skills to get help if they need it.

### **Children have the right to:**

- say no and to respect their own body
- speak out and know that someone can help.

RSE may bring about disclosures of safeguarding issues and all staff are familiar with the procedures for reporting their concerns. In these cases, the school's Safeguarding Children Policy needs to be referred to.

### **Confidentiality:**

The teacher or member of staff concerned maintains a child's confidentiality, wherever possible. However, if this person believes that the child is at risk or in danger, they will talk to the named Child Protection Coordinator, who may decide to confer with the head teacher.

Our school will not offer absolute confidentiality where we believe a child is at risk – we make this clear to both pupils and parents. For example, we would pass on information about a parent/carer breaking the law– even if the child was at no risk from harm (Rule of Law).

Like with all PSHE lessons, ground rules need to be highlighted each lesson:

- we use the correct anatomical vocabulary
- introduce the Ask-It-Basket for embarrassing questions.

### **Dealing with sexually explicit questions:**

#### **Our school will:**

- ensure that RSE sessions are delivered by the class teacher, using the school's adopted scheme- You, Me & PSHE
- make it clear, through ground rules, that children should ask generalised questions
- be prepared to modify the program if a certain question recurs (perhaps because of media coverage)
- use an anonymous question box (a box in the classroom to which children can 'post' written questions)
- allow individual staff to use their professional judgement to answer questions in front of the whole class or individually
- encourage children to ask their parents/carers any question outside the planned program
- with the ca  bt

**The language considered acceptable and appropriate for use in RSE lessons: All staff will:**

- use the correct terms for all body parts
- teach pupils what 'slang' words mean and that some are offensive
- avoid the use of any slang.

**Single and mixed-sex groups:**

All children will learn about both sexes, taught in mixed groups. However, in Yr 6 opportunities will be made to discuss matters further in single-sex groups.

**Key Responsibilities All staff will:**

- ensure that they are up to date with school policy and curriculum requirements regarding RSE
- attend and engage in training around RSE provision, including individual and whole staff training/inset, where appropriate
- attend staff meetings to be introduced to any new areas of work and review the effectiveness of the approaches used
- report back to the RSE Coordinator on any areas that they feel are not covered or inadequately provided for in the school's RSE provision, including resources
- encourage children to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them
- follow the school's reporting systems if a child comes to a member of staff with an issue that they feel they are not able to deal with alone
- ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSE in school
- tailor their lessons to suit all children in their class, across the whole range of abilities, faiths, beliefs, culture, gender identity, and including SEND
- ask for support in this from the school SEND Coordinator or the RSE Coordinator, should they need it
- with their children, create work for the class floor-book.

**Lead members of staff will:**

- receive training in their role and responsibilities
- lead on the development of the school's policy and monitor implementation
- ensure that all staff are given appropriate training on issues relating to RSE, as well as how to deliver lessons on such issues
- ensure that all staff are up to date with policy changes and familiar with school policy and guidance relating to RSE, including new staff
- provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RSE to children
- ensure that RSE is age-appropriate and needs led; this means ensuring that the curriculum develops to meet the needs of individual children
- ensure that the knowledge and information regarding RSE to which all children are entitled is provided in a comprehensive way
- support parent/carer involvement in the development of the RSE curriculum
- ensure that their personal beliefs, values and attitudes will not prevent them from providing balanced RSE in school
- communicate freely with staff, parents/carers, and the governing body to ensure that everyone understands the school policy and the RSE curriculum
- listen to any concerns or opinions regarding the provision of RSE and act upon them as appropriate.

**All children will:**

- attend the statutory National Curriculum Science elements of the RSE Curriculum and the statutory RSE and Health Education Curriculum
- follow Ground Rules set out for them at the start of each lesson
- support one another with issues that arise through RSE
- will listen in class, be considerate of other people's feelings and beliefs and comply with the ground rules that are set in class
- will have the opportunity to talk to a member of staff privately regarding any concerns they have in school related to RSE or otherwise.

**Parents/carers:**

- ensure that parents/carers know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some of the sex education delivered as part of RSE
- give parents/carers every opportunity to understand the purpose and content of Relationships Education and RSE
- communicate and give opportunities for parents/carers to understand and ask questions about the school's approach to help increase confidence in the curriculum
- build a good relationship with parents/carers on these subjects over time by inviting parents into school to discuss what will be taught, address any concerns and help support them in managing conversations with their children on these issues.

**The Right to Withdraw a Child from RSE lessons**

- Parents/carers cannot withdraw their child from the statutory sex education content included in the National Curriculum for Science, which includes content on human development, including reproduction. Parents/carers also cannot withdraw their child from Relationships Education or Health Education because it is important that all children receive this content, covering a range of topics, including friendships, how to stay safe, and puberty.
- However, they do have the right to request that their child be withdrawn from some or all of sex education delivered as part of the non-statutory RSE, delivered as part of the PSHE Curriculum.
- If a parent who wishes to withdraw their child from certain aspects of RSE lessons, they should send a letter to the Headteacher. The Headteacher will then discuss this request with parents/carers and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. This process will be documented to ensure a record is kept.

**Relationship to other Policies**

- Anti-bullying
- Assessment, Recording and Reporting Attendance (in particular in relation to FGM) Behaviour
- Child Protection/Safeguarding Children (including FGM) Confidentiality
- Continued Professional Development Drug Education
- Equal Opportunities E-safety/IT
- First Aid
- Health & Safety Monitoring and Evaluation Pastoral
- Race Related Incidents Science
- SEN/Inclusion
- Teaching and Learning Visitors in School

## **DOCUMENTS THAT INFORM OUR RSE POLICY**

Education Act (1996) Learning and Skills Act (2000)

Education and Inspections Act (2006) Equality Act (2010)

Supplementary Guidance SRE for the 21st Century (2014) Children and Social Work Act (2017)

DfE: Relationships Education, Relationships and Sex Education (RSE) and Health

Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019)

Keeping children safe in education – statutory safeguarding guidance (2019)