



Hunsley Primary Relationships, Sex and Health Education (RSHE) Policy V3.i *(to reflect the 19 Dec 2025 DfE updates, for implementation, September 2026)*

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With reference to the following Hunsley Primary policies (non-exhaustive list):	Hunsley Primary Child Protection and Safeguarding Policy and Procedure Hunsley Primary Behaviour, Sanctions and Rewards Policy Hunsley Primary Personal, Social, Health and Economic Education (PSHE) Policy Hunsley Primary Supporting Children in School with Medication Policy Hunsley Primary Intimate Care Policy Hunsley Primary SEND Policy

	Hunsley Primary Online Safety Policy Hunsley Primary Statement of British Values Hunsley Primary Values Hunsley Primary Statement of Inclusion Hunsley Primary Menstruation Guidance Department for Education Guidance Personal, social, health and economic (PSHE) education Updated Dec 2025 https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education Revised guidance for 2026 DfE published revised guidance on 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' in July 2025. This is for reference to help schools prepare for introduction on 1 September 2026. Department for Education Statutory guidance on relationships education, relationships and sex education (RSE) and health education - Published 25 June 2019 Last updated 19 December 2025 https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education Relationships Education (Primary) https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary Physical Health and Mental Wellbeing (Primary and secondary) https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary The Department for Education's Period Products Scheme for state-funded primary schools, secondary schools, and colleges in England. Updated 15 May 2025 https://www.gov.uk/government/publications/period-products-in-schools-and-colleges/period-product-scheme-for-schools-and-colleges-in-england
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Relationships, Sex and Health Education (RSHE) Policy

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1. Hunsley Primary Vision, Values and Ethos Statement

Vision: Our Commitment

Hunsley Primary is committed to being an innovative, stimulating, forward-thinking free school that makes the most of its freedoms to impact positively on pupils' lives in the community and provide opportunities for all its children to make outstanding progress. Hunsley Primary children are capable, confident and creative thinkers and motivated, resilient, problem-solving learners.

Values: Our Children

At Hunsley Primary, we believe that every child is an individual, ready, able and eager to learn, and as such a member of the team. We are a fully inclusive school and we view every child as unique; we believe that all learning activities should be personalised and challenging to meet all pupils' needs and that every child should receive the care, guidance, nurture and robust support they need to overcome disadvantage or barriers to learning. It is our prime aim that all children make their best progress in an enabling learning environment, in the presence of their peers and the security of positive relationships with those around them. Our highly-trained expert classroom practitioners, from teachers, TAs, volunteers to associate Trust staff, ensure that all children have the chance to work, discuss and learn with professionals who are passionate about education.

By ensuring our children become responsible for directing, sustaining and reviewing their own learning, taking responsibility for critiquing their own and each other's work and for setting ambitious challenges, we aim to embed an understanding of the importance of refining work to its best point so that children feel a sense of high achievement as a result of the feedback they receive.

By maximising the benefits of our close relationship with South Hunsley School and Sixth Form College and its subject specialists, we aim to secure a continuum of learning and a depth of conceptual understanding necessary for excellent progress in all curriculum areas, leading to the highest achievement at Key Stage 2, GCSE and A Level and, in due course, access to the most aspirational HE institutions, courses and professions for all children.

Ethos: Our Teaching and Learning

Engagement, Enjoyment, Discovery, Reflection, Achievement

Our aim is to deliver teaching and learning which meets the needs of every single pupil in school, basing our planning on rigorous assessment and observation, mapping out challenging, supportive next steps. We plan our curriculum activities and our personalised teaching and learning approach to match the following rationale:

- Flexible, personalised timeframes for learning, based on excellent pupil-centred teaching – teachers highly conversant in the complexities and specialisms of their practice
- Real learning themes and deep-thinking investigations, which prepare our pupils for 21st Century living and engage them in learning with enjoyment and passion

- Inspirational and challenging learning activities, which have the principles of scientific enquiry and investigation ('working scientifically') at their core, generating a lifelong love of learning, enquiry and discovery and a systematic means of approaching challenging and new tasks
- A union of partnerships with cross-phase, multi-agency and multi-disciplinary expertise for planning, delivery, monitoring and review, to ensure each child has every opportunity to build successfully on their learning from 4 to 19, removing barriers to engagement and development
- Pupil resilience, independence, confidence and readiness to meet the rigours of education, through to university and beyond, and the demands of living and working in a rapidly-changing technological world
- Innovative, immersive and inclusive learning resources, combining the best of expert input, outdoor, hands-on, experiential learning and digital interfaces, to give pupils every opportunity to aspire to their full potential.

2. Introduction, Purpose and Scope

This policy is written to meet the statutory government guidance on developing a relationships and sex education policy and the DfE statutory guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education (England)' published June 2019 and last updated 19 December 2025. We recognise that we have a legal responsibility under The Relationships Education, Relationship & Sex Education (RSE) and Health Education (England) regulations, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education and we do this by delivering the Jigsaw curriculum for our core PSHE / RSE programme.

We also recognise the school's responsibility to maintain a written policy outlining Hunsley Primary's approach to teaching RSE, which is available to parents on the school website and reviewed annually, taking into consideration relevant, contextual information, including parental feedback, consultation and discussion.

The purpose of this policy is to outline the expectations of the Hunsley Primary Governing Body and Leadership Team regarding the provision of Relationship and Sex Education and Health Education in school. This refers both to the coverage of the provision in the curriculum and also to the behaviours, values, ethos and approaches underpinning the curriculum.

The policy aims to:

- Set out the subject content, how and when it will be taught, and who is responsible for teaching it, including any external providers the school will use.
- Differentiate between relationships and sex education (where sex education is taught), so that parents have clear information.
- Include information about a parent's right to request that their child is withdrawn from sex education.
- Explain how content will be made accessible to all pupils, including those with special educational needs or disabilities (SEND).

- Describe how the subject is monitored and evaluated.
- Set out how parents can view curriculum materials.
- Explain how teachers will answer questions about topics in sex education that the school does not cover (in primary) or that relates to sex education from which the child has been withdrawn.
- Explain how the policy has been produced, who approves the policy, and how and when it will be reviewed.

As reflected in our Hunsley Primary Vision, Values and Ethos Statement above, we understand that we must provide a balanced and broad curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils both at Hunsley Primary and in wider society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.

All young people have a right to factual information, free from bias and the subjective personal beliefs of those who teach them. In order for our children to embrace the challenges of growing up and to have a happy, healthy and safe adulthood, they need to be able to make informed decisions about their wellbeing, health and relationships. We understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience and to know how and when to ask for help. We understand also that children who are knowledgeable and confident about ways to positive relationships and health are more likely to have positive, fulfilling relationships and better wellbeing.

3. Definition of Relationship and Sex Education (RSE) under the PSHE Curriculum

Relationship and Sex Education is the teaching of fundamental building blocks of growing up and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults. Everyone has relationships with others, and most pupils will develop sexual relationships at some point in their lives. Relationships education should equip pupils with the knowledge and skills they need to act with kindness and respect in all their relationships as they grow into adulthood, to enjoy their relationships, and to keep themselves and others safe. Relationships education focuses on how to form and sustain positive relationships but also helps our children to identify risks and harms. At Hunsley Primary, through the use of NSPCC Speak out Stay Safe, our relationships education includes age-appropriate topics related to preventing sexual abuse, for example, or avoiding sharing inappropriate material online. This is done without describing the detail of any sexual activity involved.

Good safeguarding practice requires children to understand the correct terms for different parts of the body and to be able to confidently use these terms.

We understand the close connection between the effective teaching of RSE, PSHE and a child's personal safety, sense of self-worth and recognition of what constitutes a 'healthy' relationship, both in the real world and also on-line.

RSE also should help children understand and make sense of the world they are growing up in; to recognise the differences and similarities between their peers and their families; to understand the important fact that every human being is unique and has the right to be respected, a value on which we place great importance at Hunsley Primary.

RSE is also key to helping children identify boundaries and build the foundations for an understanding about consent, for example, through programmes such as the NSPCC 'Speak Out Stay Safe' programme, which combines relationship education with a message about personal wellbeing and safety.

RSE, as part of a comprehensive PSHE curriculum, also ensures that children develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and the confidence to ask for help.

4. Definition of Sex Education in Primary School

Although The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations (published 2019, last updated 13 September 2021), made Relationship Education compulsory in all primary schools, Sex Education is not compulsory in primary schools. However, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils. The DfE guidance recommends that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Hunsley Primary also covers human reproduction in the science curriculum, in line with the factual description of conception in the science curriculum.

We recognise that some parents may be uncomfortable with the thought of their children receiving sex education in primary school. Equally, we recognise it is completely natural for children of primary school age to have questions about their bodies and to be curious about where they came from. Without a carefully compiled programme delivered in school, children may therefore choose to seek clarification from the internet or from their peers. To ensure the children receive factual, safe and unbiased information, this policy outlines why Hunsley Primary provides a comprehensive, age-appropriate sex education programme, using the Jigsaw curriculum. Evidence states that a graduated, age-appropriate curriculum is the best way of preventing the topic of sex, reproduction and private body parts of becoming taboo and children from becoming embarrassed by the topic or being misinformed, so we have designed our curriculum in this way.

Sex education allows children a safe space to ask the questions they may have without shame or judgement. It is important for children to know the names and functions of their body and to be reassured it is natural to be curious about them. Indeed, by teaching children the correct terms for their private parts, children are proven to be safer from abuse and understand appropriate public and private behaviours.

Sex Education gives children the knowledge that will enable them to live safe, fulfilled and healthy lives. This includes ensuring that they have the skills to keep themselves safe from harm and develop positive and healthy relationships, free from exploitation, pressure or abuse.

5. The RSE Curriculum at Hunsley Primary

Guiding Principles – delivered through the Jigsaw Curriculum

The guiding principles of RSE at Hunsley Primary align with those outlined in the DfE statutory guidance. The curriculum is based on:

- Engagement with pupils.
- Engagement and transparency with parents. We engage with parents on the content of RSHE and aim to be transparent with parents about all materials used in RSHE. All materials are available to parents, more detailed mapping can be shared via links to a password protected parent part of our Hunsley Primary website. Parents have a right to request that their children are withdrawn from sex education.
- Positivity. We aim to build positive attitudes and skills, promote healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health.
- Avoiding language which might normalise harmful behaviours, for example gendered language which might stigmatise boys.
- Careful sequencing. We use the nationally benchmarked and assessed Jigsaw curriculum to ensure that we cover all statutory topics, recognising that children can start developing healthy behaviour and relationship skills as soon as they start school. As such, we aim to ensure that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.
- Relevant and responsive. The Jigsaw curriculum can be adapted or added to to ensure it is relevant to the context of Hunsley Primary, age and stage appropriate and accessible to pupils including those with additional needs
- Enhanced by working with local partners such as Early Help or the Safeguarding in Education Team, to understand specific local issues and ensure needs are met.
- Skilled delivery of participative education. Our curriculum is delivered by school staff and where appropriate, we also use external agencies, such as the Integrated School Nursing team or the NSPCC, who have the knowledge, skills and confidence to create a safe and supportive environment for learning
- Safeguarding-trained staff.
- A whole school approach. Using the spiral curriculum of Jigsaw, a whole school approach to wellbeing and positive relationships is achieved, supported by other school policies, including behaviour and safeguarding policies.

Values Framework

Our approach to RSE at Hunsley Primary is to teach within the clear framework of morals and values which underpin the school every day as our Hunsley Primary Values:

- Inclusion
- Respect
- Staying safe
- Being kind
- Being fair
- Recognising we are all individuals and, as such, unique and equal

In view of these Values, the RSE programme at Hunsley Primary promotes:

- The importance of positive and stable relationships
- The importance of respect, understanding and empathy towards others
- The importance of fairness and equality in relationships
- The importance of kindness in relationships and our treatment of others, including the right not to be abused in those relationships
- The importance of the protected characteristics and the need for the curriculum to comply with relevant requirements of the Equality Act 2010

Following the DfE's strong recommendations, we teach about healthy loving relationships, and to include same-sex parents along with other family arrangements when discussing families. We are sensitive to the religious background of pupils, to ensure we comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics. Teaching is developed alongside the SENCO to ensure the subject is accessible for pupils with SEND and prepares pupils for adulthood. Both within and beyond the classroom, staff should be conscious of everyday sexism, misogyny, homophobia and stereotypes, and should take action to build a culture where prejudice is identified and tackled. Staff have an important role in modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes. Pupils should understand the importance of challenging harmful beliefs and attitudes. Where misogynistic ideas are expressed at school, staff should challenge the ideas, rather than the person expressing them. Pupils should have opportunities to develop positive conceptions of masculinity and femininity, including how to identify and learn from positive male role models. It is important for pupils to understand that most boys and young men are respectful to girls and young women and each other.

Responsibilities and Roles in the Delivery of RSE

We have an integrated, whole school approach to delivering RSE as part of our wider Personal, Social, Health and Economic education curriculum, which we deliver through our use of the nationally recognised Jigsaw scheme of learning (see link to the Jigsaw website in the Appendices) and local partners (such as the Integrated School Nursing team) using standardised materials which are benchmarked against national statutory stipulations.

The Headteacher and School Leaders will:

- Ensure staff are supported with continuing professional development and adequate resourcing to deliver a consistent approach in line with the agreed policy

- Maintain a monitoring overview of provision, planning and delivery, including supporting staff to develop differentiated resources and liaising with approved external agencies to support the school in delivering the core material, e.g. the NSPCC
- Help and train staff to play a pastoral role in delivering the wider support and responses to the children where RSE underpins the support need
- Ensure that clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- Ensure that the subject is resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations
- Monitor all pupils' progress in achieving the expected educational outcome
- Seek and take account of pupil, governor, staff, parent and carer views and endeavour to adopt an approach of partnership with parents and carers
- Where appropriate, involve nationally and locally benchmarked third-party agencies for information and advice to support pupils and parents where consent is given to do so.

Teaching staff will:

- Be fully involved in preparing and delivering RSE curriculum. They will teach aspects of the RSE curriculum through the science curriculum and the majority through the Jigsaw PSHE curriculum.
- Be prepared to play a pastoral role in the support of children within and beyond the teaching of the RSE curriculum
- Consult the headteacher and senior leaders where support is required to deliver the programme in line with the policy.
- Consult with the headteacher, senior leaders and the subject lead to ensure that learning is accessible to all pupils including those with SEND or additional needs
- Engage in training as required to ensure the best possible provision for children.

Teaching Assistants and Support Staff will:

- Be prepared to play a part in supporting the delivery of RSE in curriculum sessions and in supporting the pupils' pastoral needs as required under the direction of the headteacher
- Receive training to deliver social and emotional support as appropriate, depending on role e.g. Emotional Literacy Support (ELSA)
- Where part of their role, help to signpost parents to additional sources of information and support if needed, e.g. Family Information Services Hub (FISH); Early Help programme

Governors will:

- Fulfil their legal obligations, in ensuring a policy exists and is monitored and reviewed according to the agreed cycle
- Ensure that the quality of provision is subject to regular and effective self-evaluation, and is well-led

- Ensure that learning is accessible to all pupils including those with SEND or additional needs

Parents and Carers will:

- Engage in the consultation by viewing this policy on the school website
- Access information about the delivery of the curriculum, where needed, by contacting the school on enquiries@hunsleyprimary.org.uk
- Have opportunities to take part in information and education workshops (ParentLearn)
- Be encouraged to adopt a dialogue with their children about the learning in school
- Engage in opportunities to take part in consultation and discussion about the school's policy and approaches
- Communicate with school if wishing to discuss withdrawal from aspects of the sex education curriculum

Pupils will:

- Engage in learning by having access to age and stage appropriate RSE offered by the school and to the corresponding pastoral support
- Engage in consultation in an age-appropriate way to share their RSE views and their feedback which is then used to review provision.

The RSE Curriculum

Through our curriculum, we teach the learning objectives as set out in the Relationships Education, Relationship & Sex Education and Health Education (England) Regulations for primary schools. Across all Key Stages, aspects of the RSE curriculum are delivered both as part of science curriculum (National Curriculum) and the PSHE programme which is delivered using the JIGSAW schemes of learning.

PSHE JIGSAW

The JIGSAW programme is a PSHE curriculum, designed to be a 'spiral' curriculum, where we return to key ideas throughout the course of the child's time at the school building on key knowledge to deepen understanding and develop confidence, beginning in Reception and running through to the end of year 6, with understanding of the journey the children then take into secondary school and beyond, through our close partnership working with South Hunsley. It is designed to enable children to feel confident to talk about Personal, Social, Health and Economic matters; listen to each other; ask questions and share ideas as a group of peers and also as a school community. As part of this programme, the children learn about a wide range of ideas, which includes age-related relationship and sex education at appropriate stages in their development.

JIGSAW sessions are delivered by the classroom teacher/s who know the children best and understand any additional needs or sensitivities which individual children might have. The Hunsley team reviews the materials provided by JIGSAW as a team, to ensure staff are confident and competent to deliver the materials appropriately, without bias, with age-appropriateness and safely. This includes the training staff receive around the specific curriculum and safeguarding.

Materials and approaches can be modified using:

- Visual supports, simplified language, concrete examples
- Additional pre-teaching or small group work where needed
- Multi-sensory approaches and practical activities
- Extended time for processing and responding
- Personalised social stories or resources where appropriate

Teachers must ensure that their personal beliefs and opinions do not influence and do not create bias during sessions. Staff have clear parameters through planning and review about what will be discussed in the class forum and what will need to be dealt with on an individual basis. Staff are supported through the school Safeguarding Policy to meet children's needs and statutory requirements. Staff must follow these key 'ground-rules' when preparing and teaching:

- 1) Pupils take part in spoken, group discussion on a voluntary basis
- 2) Lessons will be factual and information based
- 3) Pupils will not be expected to answer personal questions or share personal information in the group forum
- 4) Only terminology which is agreed as a school as the 'correct' names for key concepts, e.g. body parts, shall be used
- 5) Any concern arising from a Jigsaw lesson or beyond will be shared with the appropriate school safeguarding staff member according to the school's Child Protection Policy

Where the classroom teacher is the key adult delivering the programme, this helps to strengthen the message for the children that our relationships are something they can talk about and that the knowledge they gain in the RSE aspects of the curriculum is equally as valuable and significant as the learning they gain in all other aspects of the curriculum delivered by their class-teacher, such as maths, geography and English.

Lessons are delivered once each week, as part of the whole school curriculum. They usually last between 30-60 minutes (depending on the year group), with Key Stage 2 lessons lasting an hour.

Lessons comprise of the following non-exhaustive list of approaches:

- Discussion
- Video
- Circle time
- Case studies
- Text resources
- Role play
- Guest visitors
- Quizzing
- Games
- Reflection
- Debate

In addition to the core programme, the school offers a series of spiritual, moral, social and cultural House Team Development Days / Weeks which complement the fixed structure and are planned with flexibility each year to respond to the current interests, needs, and experiences of the school cohort. These days are sometimes shaped around the House System cohorts and other times around the year group / class cohorts.

The school's assembly programme is the third part of the curriculum offer, again shaped around the values and ethos of the school.

Through the taught curriculum, and equally through the untaught aspects of school-life (the behaviours and attitudes modelled by staff; the messages which children absorb through the built environment; the expectations and hopes shared) the children are encouraged to know that asking questions is positive, being unsure is not negative and that there is a network of support available to encourage discussion to take place.

The Importance of Questions in the Curriculum

Staff are skilful at encouraging questioning and discussion, and should ensure that questions are answered without bias or personal opinion and in a way which is age-appropriate. Staff are supported to know how to manage more challenging questions and are encouraged to discuss, review, evaluate and share with colleagues so that there is consistency across the school in the way questions are supported and responded to. The following guidelines and expectations support staff to respond appropriately to questions and apply across the curriculum, not just within PSHE or the RSE curriculum:

- Children are praised for asking questions. We wish to encourage children to seek answers from safe adults.
- If a question is relevant to the whole class, we will answer it to the whole group.
- Alternatively, staff will also need sometimes to differentiate in how they respond to a question, depending on children's knowledge, experience and need for support.
- When a child asks a thoughtful question that is not suitable for the full class, staff will respond by praising the question ("Great question; hold that thought and I will come back to that one.") before returning to the child in question to respond at the desk, for example.
- We teach the children that there are no 'silly' questions if it is an important question to them
- If the member of staff doesn't have an answer or doesn't know, they will say so. They will model to the children that there is no problem in not knowing the answer and the member of staff will help the child to find the answer later.
- Likewise, if the member of staff is not sure how best to answer a tricky question and would prefer to seek guidance from a colleague or senior member of the team, their response will indicate the importance of finding a detailed and satisfactory answer for the child (*"That is a brilliant question and I would like to give you an equally brilliant answer, so let me have a think about it. Once I know the best way to explain it clearly I will come back to you"*)
- Where a child asks a question which causes the member of staff concern, this will be referred in accordance with the school's Child Protection and Safeguarding Policy to the Designated Safeguarding Lead.

- As with all other aspects of the curriculum, teachers are guided to answer questions, openly, honestly, scientifically and factually without referring to their own personal beliefs or opinions.
- Teachers are not expected to answer personal questions about themselves or to ask direct personal questions of their children that could make either party vulnerable.

6. Equality, Diversity and Inclusion

Hunsley Primary is committed to:

- Eliminating discrimination and promoting equality, diversity and inclusion in its policies, procedures and guidelines.
- Delivering high quality teaching and services that meet the diverse needs of its pupil population and its workforce, ensuring that no individual or group is disadvantaged.

Hunsley Primary is committed to giving all pupils access to RSE which is relevant to their age, stage of development and needs, meaning that teaching content is adapted to specific learning needs and requirements. As such, we adhere to the guidance to support equality and inclusion in teaching and curriculum provision.

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.¹

As a result, our approach to RSE is sensitive to the differing needs of individual pupils and groups of pupils and may need to adapt as the pupils of the school grow and as the school itself grows. Our teaching, coupled with a demonstration of values and ethos, must also help the pupils understand the nature and consequences of discriminatory behaviours or language.

Hunsley Primary will always sensitively and proactively challenge occurrences of stereotyping, bullying (for example homophobic or sexist) and prejudice.

Jigsaw PSHE 3-11 does not include content on gender questioning or transgender topics. The focus at primary level is on teaching children to respect all people and to challenge stereotypes about what boys and girls can do, be, or achieve, without introducing complex concepts about gender identity.

Communicating with Parents and the Parental Right to Withdraw

We believe that successful teaching of RSE takes place when parents and school work together. We all want children to grow up safe and happy in healthy, stable relationships, with the ability to manage

¹ P13, Relationships Education, Relationship and Sex Education (RSE) and Health Education, Department for Education, published 2019 (Guidance last updated 19 December 2025)

their emotions and speak up when they feel unsafe; therefore, Hunsley Primary is committed to working together with parents to provide a really effective programme.

We shall be transparent and give parents information about the programmes and lessons we deliver around RSE as we recognise it can be a sensitive subject for some families for a number of reasons. All parents can view this policy on the school website and are welcome to discuss it with the school. Parents will be invited to do so as part of the annual consultation process. The school also provides useful links to further sources of information, help and support to parents in the RSE section of the school website.

We recognise the importance of consultation and parents / carers knowing about the content of the lessons so they can carry on the conversations at home and have an opportunity to talk to their children about their own families, beliefs and values.

The overview of the RSE aspects of science and the JIGSAW curricula are available in this policy and also on the school website and parents can request to see the teaching materials in detail prior to lessons should they wish. A letter is sent home to parents to inform them of the dates the lessons will be delivered. If parents have any concerns, special circumstances we should be aware of, or would like any further information they may contact the school Office to arrange a meeting with a member of the team.

Right to Withdraw

We recognise under the guidance for Relationship Education, Relationship & Sex education and Health Education, parents retain the right to request their child is removed from some or all of the elements of sex education which go beyond the national curriculum for science.

Should a parent be considering whether their child should take part in sex education lessons beyond the science curriculum, we would ask that they speak to the Headteacher to discuss their questions. We will also highlight that whilst parents have the right to withdraw their child from these lessons, this may not prevent other children from talking about what they are learning in these lessons.

Following discussion with the Headteacher, if parents do decide to withdraw their child, they should inform the Headteacher in writing, who will provide alternative learning for the child to engage in during the lesson.

8. Guidance on Health and Wellbeing, including Menstruation education

The aim of teaching about health and wellbeing is to enable pupils to make good decisions about their own health and wellbeing, to understand the links between physical and mental health, to recognise when things are not right in their own health or the health of others and to seek support when needed. We aim to support pupils to develop strategies for self-regulation, perseverance and determination, even in the face of setbacks. Through our Be Well programme, we also aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health. Through our Values and our Be Well programme, we promote openness, so that pupils can check their understanding and seek any necessary help and advice.

Children at Hunsley Primary cover First Aid in a practical course in both Key Stage 1 and Key Stage 2.

Guidance on Menstruation

As a school, we acknowledge we have a role to play and responsibility to prepare children for menstruation and make adequate and sensitive arrangements to help children manage their period, especially for children whose family may not be able or willing to provide adequate sanitary products. In this way, we hope that all children experiencing their period will be able to attend school happily and comfortably, also with the additional support of our wider pastoral policies.

It is not uncommon for children to start menstruation in primary school and for this reason, we deliver our puberty lessons in Years 5 and 6 with age-appropriate focus on the facts. As part of these lessons, all children are told in an age-appropriate way about menstruation and there is a discussion about what periods are, an explanation of other symptoms associated with periods and how they can be managed, such as by using the sanitary bins provided in school. We also keep a Menstruation Kit in school and support of children requiring this kit is guided in addition by both our Intimate Care Policy and our wider pastoral policies and practices relating to medicines in school, healthcare and SEND.

When school trips or residential visits are arranged, provisions to deal with a child's period will be considered, discussed with parents in the preparatory meetings and added to the school risk assessment.

8. Safeguarding Children

The guidance, expectations and procedures set out in the school's suite of safeguarding policies should be met by all staff at all times.

When teaching any sensitive topic, such as RSE which deals with family life, safe and appropriate touching, personal body parts and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures.

All members of staff who deliver any of our Relationship or Sex Education Programme have statutory training around safeguarding children and understand how to follow the school's policies and procedures in the case of a disclosure or suspicion of a safeguarding concern.

It is our practice to review general safeguarding procedures or issues in weekly Team Briefings and in team meetings, before all other agenda items. Furthermore, if relevant, there may be conversations around protecting and supporting children for whom the curriculum may prove to be additionally challenging due to previous or ongoing safeguarding or child protection concerns, investigations and measures.

The school will seek the guidance of the Local Authority Designated Officer if any situation arose which warranted external support, advice or information.

We recognise that for children who may be vulnerable as detailed above, there may be a need to adapt the programme or offer additional support, but that the curriculum itself may be a protective factor in preventing further abuse, to help them develop skills and resilience to keep them safe in future.

9. Monitoring & Evaluation of the Policy

The policy is approved by the Hunsley Primary Local Governing Body.

To ensure the scope of the policy remains current and reflective of the school's ethos and national guidance, it will be **reviewed annually**. This will also allow for evaluation of the impact and effectiveness of the policy and also allow for parent / carer consultation feedback to play a role in developing the programme in school.

Joint review of teaching materials and team evaluation or moderation of pupil learning ensures that consistency is maintained and that the programme is relevant to the children's needs, up-to-date and evidence based. The team approach ensures the quality of materials and brings to the table any key issues that may have arisen within the classroom.

Leaders carry out 'floodlighting' in order to ensure the quality and character of delivery are consistent across the children's experience in each year group and also consistent with the expectations outlined in this policy. Curriculum Review also takes place to undertake 'spotlighting' or deeper dives into the way the curriculum is delivered. This includes pupil feedback and staff feedback also.

The evidence for assessment judgements kept by each teacher, for example the Big Books used in class to record learning and passed on to the next teacher, acts as evidence of the work the children have been involved in and documents their learning experiences. The children are encouraged at various points in their school programme to reflect back on the work they have done in the programme and talk through what they have achieved, how they have grown as a person and what lessons they have learned. We believe this reflection is essential to build personal identity and self-esteem.

Pupil surveys capture the views of the children about the effectiveness and usefulness of the curriculum.

School leaders monitor children's learning and evaluate their progress by analysing the Characteristics of Learning and PSHE assessments made by teaching staff.

The Role of Governors in Monitoring and reviewing this Policy and RSE Programme

As well as fulfilling their legal obligations, the governing boards or management committee should also make sure that:

- all pupils make progress in achieving the expected educational outcomes
- the subject is well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in ways that are accessible to all pupils with SEND
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- the subject is resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

Appendices

Appendix 1

[Link to Department for Education Statutory Guidance](#)

Appendix 2

[Link to Department for Education Relationships education, Relationships and Sex education and Health education July 2025](#)

Appendix 3

[Link to the Jigsaw information website](#)

Appendix 4: The JIGSAW PSHE / RSHE scheme of learning – located on the Hunsley Primary website

Appendix 5

Coverage of Relationships Education in the statutory primary curriculum

Families and people who care for me:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as 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.
3. That the families of other children, 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.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.

5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.

3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. **NB – the latest Government guidance on social media will be noted when updating the curriculum**

4. The importance of exercising caution about sharing any information about themselves online.

Understanding the importance of privacy and location settings to protect information online.

5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.

6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.

2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.

4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.

5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.

6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.

7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Appendix 6: Coverage of Health and Wellbeing Education in the statutory primary curriculum

General wellbeing:

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.

2. The importance of promoting general wellbeing and physical health.

3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.

4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
10. That it is common to experience mental health problems, and early support can help.

Wellbeing online:

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online.

Physical health and fitness:

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.
3. The risks associated with an inactive lifestyle, including obesity.

4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating:

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.
4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol, tobacco and vaping

1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Health protection and prevention:

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal safety:

1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic first aid:

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing bodies:

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Appendix 8

Coverage of Sex education in the JIGSAW curriculum: 'Changing Me'

OPTION A: Sex Education as part of PSHE (subject to parental withdrawal)

We teach age-appropriate sex education in Years 5 and 6 as part of our PSHE curriculum, going beyond the statutory content about puberty to include factual information about human reproduction. We believe this information is important for children before they leave primary school, particularly as children naturally become more aware and curious about how life begins, and may seek information from less reliable sources if we do not provide age-appropriate, factual teaching.

We define sex education as learning about human reproduction. It is defined as those lessons covering sexual intercourse, conception, the stages of pregnancy and birth. It includes the emotional impact of having a baby as well as the physical facts. Sex education is not learning about different types of sexual activity.

This is distinct from the statutory Health Education content about puberty and menstruation, and from Science curriculum content about life cycles and reproduction in mammals, from which children cannot be withdrawn.

The following Jigsaw lessons in the Changing Me Puzzle contain non-statutory sex education content:

Year 5: Conception

Year 6: Babies: Conception to Birth - We also use the Integrated School Nursing Team to deliver complementary material in Year 6, which is benchmarked by the NHS and available for parents and carers to share prior to the lesson.

Appendix 7: Coverage of sex education in RSHE and science curriculum summary

Link to curriculum ['Puzzle maps'](#) for Jigsaw Relationships, Health and Sex Education on the school website

In addition to the Jigsaw materials, Year 6 pupils will have a Sex Education talk which is named Growing Up and Readiness for Secondary School. It is delivered by East Riding public health nurses and revisits some of the earlier information in greater depth as well as giving children opportunities to ask

questions of the nursing team. More information about the talk's content can be found here:
<https://humberisphn.nhs.uk/puberty-growing-up-talk/>

Coverage of sex education in science curriculum summary. The following areas of are covered as part of the science curriculum:

- Year 1 – Explore the human lifecycle
- Year 3 - Describe the life process of reproduction in some plants and animals
- Year 3 - Know the right types of nutrition for healthy growth
- Year 5 - Explore the changes in humans as they grow and develop