Relationships and Health Education: Partnering with Parents and Carers

12.11.26

MRS GLEW – WELLBEING LEAD

Statutory Requirements

In July 2025, the DfE published statutory guidance on Relationships and Sex Education (RSE) and Health Education.

This detailed the statutory guidance for all schools (primary and secondary) to implement by September 2026.

We have made the necessary changes to our curriculum in line with this. We were actually already covering a lot of the statutory changes.

In England, **Relationships and Health Education is compulsory** for all primary schools.

Sex education is not compulsory in primary schools, but the 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.

Purpose

At its absolute core, this curriculum is about **safeguarding**. It gives children the exact vocabulary they need to stay safe, recognize if something is wrong, and confidently report it to a trusted adult.

"Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. 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."

DfE statutory RSHE guidance, July 2025

Today's meeting

The RSHE curriculum (known as Wellbeing at St Lawrence) encompasses:

- **Families & Caring Friendships:** Understanding different family structures, kindness, resolving conflicts, and mutual respect.
- **Online Relationships:** Staying safe on the internet, realizing that people online may hide their identity, and knowing the boundaries for sharing images or information.
- **Physical & Mental Health:** Learning about emotional wellbeing, dealing with loss, and essential safety topics (like road, fire, and water safety).
- **Growing & Changing (Puberty):** Age-appropriate biological education, typically introduced in upper Key Stage 2, focusing on the changes bodies go through.

Today, we will be focusing on explaining our teaching around the first and last bullet points.

The Curriculum Journey

- We follow the PSHE Association curriculum, adapted for our context.
- Medway Public Health Directorate ‘Changing and Growing Up’ resource is used for learning about our bodies and puberty
- The ‘spiral curriculum’ allows us to revisit, embed and extend learning each year
- Every lesson includes time to discuss ‘What could we do if…’ and children are signposted to people and places that could help them

Our position as a Church of England School

- As a Church of England Primary School, we aim to create a learning and working environment where all stakeholders in our school community treat themselves and each other with mutual respect within the Christian framework of our school.
- The greatest commandment Jesus taught was to “love God and to love your neighbour.” As love is one of our school values, our relationships education seeks to live out this commandment.
- Our school focuses on the importance of relationships and the qualities and character needed to sustain the best relationships which honour each other.

- We believe Relationships and Sex Education is important for all our pupils because it prepares our children with the knowledge, understanding and skills which will enable them to make informed choices about their current and future relationships.

- It is not our job to promote any specific relationship as more important or better than another; we simply aim to engender a culture where people are free to make their own choices, free of prejudice and judgement. In line with Christian teachings, everyone is valued and loved. (Equalities Act 2014).

- It is vital that we promote wellbeing through positive and healthy life choices, remaining committed to being welcoming and inclusive communities. Jesus' teaching demonstrates that although we are all different, all people are of equal value to God; living graciously with these differences allows us all to aspire to 'life in all its fulness' which is his offer to us all (John 10:10).

Yearly overview

- On the next page is the yearly overview of topics.
- The yellow highlights show where we are covering RSE.
- The specific half terms are not set in stone – teachers may decide to move topics around as they fit best with the rest of the curriculum.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	What is a friend?	How can I keep safe? NSPCC P.A.N.T.S	What are feelings?	What makes me special?	How can I be healthy?	What is a family? RSE
Year 1	Making friends: playing and learning together	Mental health and wellbeing	Celebrating me, you and our families	Safety at home NSPCC P.A.N.T.S	Being healthy	Showing kindness to ourselves and others Parts of the body (linked to Science)
Year 2	Mental health and wellbeing How to be a good friend	Keeping safe online	Me, my body and staying safe NSPCC P.A.N.T.S	Money and work	Safety outside the home	Looking back and moving on
Year 3	Me, my friends and belonging Celebrating diversity and respecting others	Mental health and wellbeing	Building healthy habits Good sleep habits	Making choices online	Keeping safe out and about NSPCC P.A.N.T.S	Revisit Foundations for Wellbeing RSE -Families and family life, recap of body parts from year 2
Year 4	Mental health and wellbeing	Exploring ways to manage risk	Forming respectful relationships	What skills strengths and interests do we have? How can our choices make a difference to others?	Me, my body and growing up NSPCC P.A.N.T.S	Families and growing together
Year 5	Friendships, stereotypes and bullying	Mental health and wellbeing	Positively engaging with our world	Respecting boundaries RSE content linked to Science– physical and emotional aspects of puberty NSPCC P.A.N.T.S	Safe connections online	Embedding healthy habits
Year 6	Mental health and wellbeing	Managing money and online spending	Changes in puberty (and sex education) NSPCC P.A.N.T.S	Drug education: assessing risk and managing influences	Developing our AI literacy	Looking to the future

Progression

- Learning is age appropriate and content is taught through books, stories, video clips, Powerpoints and discussions

- A very small proportion of SEND pupils with developmental delay may need adapted teaching for RSE – this will only be done after consultation with parents /carers

- Advice is that pupils should be taught about puberty and developing bodies *before* they begin to experience it, so we start teaching this in year 4

Families

- Throughout their time at St Lawrence, pupils will learn that there are different types of families. They will learn that not all families look the same as theirs and that no ‘type’ of family is better than another.

- They will learn that all families should love and care for each other and they will learn what to do if any relationship makes them feel sad or worried.

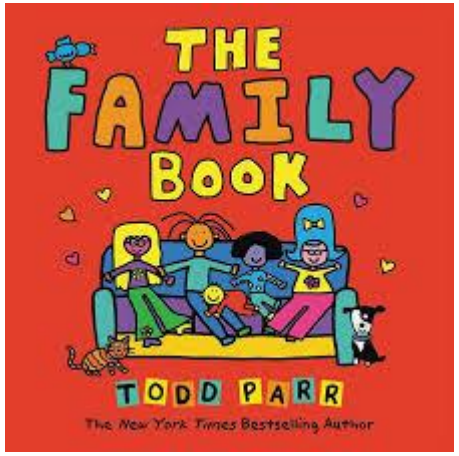
- Everything is taught through the lens of long-term, loving, stable relationships and mutual respect.

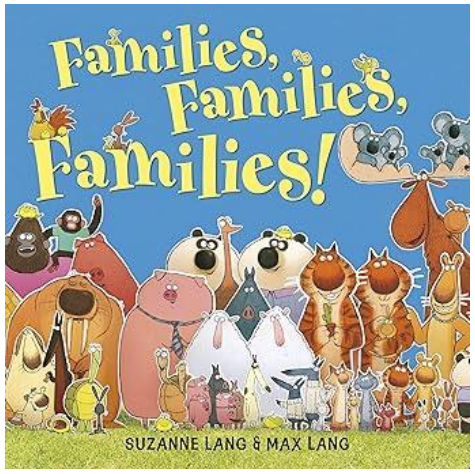
EYFS

Basic Hygiene– How can we keep our bodies clean?

Know that there are different types of families and all families love each other

NSPCC PANTS Early years work





P RIVATES ARE PRIVATE

A LWAYS REMEMBER YOUR BODY BELONGS TO YOU

N O MEANS NO

T ALK ABOUT SECRETS THAT UPSET YOU

S PEAK UP, SOMEONE CAN HELP

er 5-7



[Talk PANTS: Conversation to help keep children safe | NSPCC]

Years 1 and 2

	Lesson title and summary	PSHE education Programme of Study	DfE statutory RSHE guidance, key stages 1 and 2
Year 1 and 2	*1. My special people* We are learning about the special people in our lives and how we care for one another *2. We are growing: human life cycle* We are learning about how we change as we grow *3. Everybody's body* We are learning to name different parts of the body, including genitalia	**H25.** to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) **H26.** about growing and changing from young to old and how people's needs change **R1.** about the roles different people (e.g. acquaintances, friends and relatives) play in our lives **R2.** to identify the people who love and care for them and what they do to help them feel cared for **R13.** to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private **R20.** what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard **R23.** to recognise the ways in which they are the same and different to others **L2.** how people and other living things have different needs; about the responsibilities of caring for them	**Caring friendships** • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • 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.

Years 4 and 5

Year 4 and 5	*1. Puberty: time to change* We are learning about the physical changes that happen during puberty	**H15.** that mental health, just like physical health, is part of daily life; the importance of taking care of mental health **H17.** to recognise that feelings can change over time and range in intensity **H18.** about everyday things that affect feelings and the importance of expressing feelings
	2. Puberty: menstruation and wet dreams We are learning about the biological changes that happen during puberty	**H19.** a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; **H20.** strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations **H26.** that for some people gender identity does not correspond with their biological sex
	3. Puberty: personal hygiene We are learning about the importance of personal hygiene during puberty	**H30.** to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction **H31.** about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)
	4. Puberty: emotions and feelings We are learning about emotional changes during puberty	**H32.** about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene **H34.** about where to get more information, help and advice about growing and changing, especially about puberty

How do we teach these things?

Class Teacher

Ground Rules

Adapted as needed

Question box

References to keeping safe

Honest

Open

Normalised

Year 4

What is puberty? – Physical changes

Menstruation

Personal hygiene during puberty

Emotions and feelings during puberty

Year 5

- A recap of ‘What is puberty?’ As taught in year 4 and including Wet Dreams

The Science Curriculum requires children to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
  - Know that there are life processes, including nutrition, movement, growth and reproduction, common to animals including humans.
  - Know the main stages of the human life cycle
  - Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
  - Know about menstrual wellbeing including key facts about the menstrual cycle

Year 6

- Recapping puberty as learned in years 4 and 5, as well as identifying any misconceptions and addressing them.
- Helping fictional children with questions about puberty and identifying how to talk to trusted adults about puberty
- Change and becoming independent, including transition to secondary school and becoming a teenager
- Positive Healthy relationships
- How a baby is made (including consent)

Parental rights

- You cannot withdraw your child from Relationships, Health, or Science lessons. These are legally mandated because they cover vital safety and biological facts.
- However, you **do have the right to withdraw** your child from the specific non-statutory Sex Education elements taught in upper Key Stage 2 (specifically the lesson about conception, pregnancy and birth)
- If you feel that this might be something you want to do, the first thing would be to arrange a meeting with Mrs Glew and Mrs Micklefield.

The current RSE policy is on the website.

Every half term you will receive a Wellbeing update where you can see what each year group will be learning.



St Lawrence Wellbeing Update

Sharing our PSHE and RSE learning

Autumn Half Term 2

WILLOW - RECEPTION

This half term, we will be thinking about "How can I keep safe?" We will learn how to stay safe on Bonfire Night with sparklers and fireworks, follow rules to keep safe at school, and spot dangers at home such as medicines, cleaning products, and hot items. We will also learn how to cross the road safely by practising Stop, Look, Listen, and Think, understand the NSPCC PANTS rules about body privacy, and know to tell a trusted adult if something online ever worries us.

OAK – YEAR 1

This half term, our big question is: "How can we understand our feelings and choose helpful ways to respond to them?" We will learn how to notice and name different feelings in our bodies, recognise how strongly we feel them, and find ways to manage distractions so we can stay focused. We will also practise paying attention to pleasant feelings, learn how to turn unhelpful thoughts into more helpful ones, and understand how our reactions reflect how we feel inside.

LARCH – YEAR 2

This half term, we will be learning how to keep safe online by exploring the big question, "How can I keep safe online?" Using the *Jessie and Friends* CEOPS animations, we will learn how to watch videos safely, play games responsibly, and always ask for permission before sharing pictures. We will also learn to keep our personal information private, recognise age-rating symbols like U and PG, and identify trusted adults we can talk to if something online ever makes us feel worried or uncomfortable.

BEECH – YEAR 3

This half term, we will be learning about mental health and achievement by exploring the big question, "How can we understand and manage our thoughts, feelings and reactions?" We will learn how to recognise and name a wide range of emotions, understand how our brains process distractions, and practise reframing unhelpful thoughts into more helpful ones. We will also explore practical strategies to manage our worries and help ourselves stay calm when dealing with strong reactions.

MAPLE – YEAR 4

This half term, we will be learning how to stay safe and make sensible choices by exploring the big question, "How can we manage risks?" We will learn how to spot different hazards, judge how serious they might be, and find practical ways to keep ourselves safe around fireworks, bonfires, sparklers, and at home. We will also explore how peer influence can affect our decisions and practise strategies to resist pressure to take unsafe risks.

SYCAMORE – YEAR 5

This half term, we will be learning about mental wellbeing and emotional resilience by exploring the big question, "How can we manage our thoughts and emotions in everyday situations?" We will learn how to recognise and name a wide range of emotions using body signals, and explore how different parts of our brain help us notice and manage our feelings. We will also learn to spot the difference between internal and external distractions and practise practical strategies to refocus our attention.

HAWTHORN – YEAR 6

This half term, our big question is: "How can decisions about money and risk affect our wellbeing?" We will learn how spending choices and money worries can affect our feelings, and practise being critical consumers by spotting how adverts influence us and considering the ethical and environmental impacts of what we buy. We will also learn how to stop and think to assess everyday and online risks, including gambling-related risks, and know where to go for help and support if we ever feel worried.