



Developing the 21st Century Learner

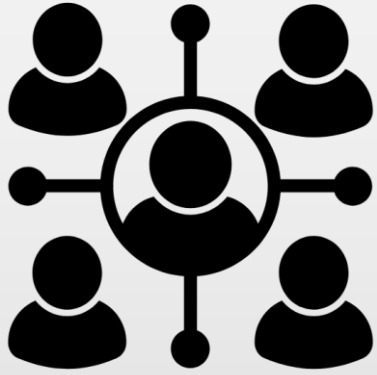
RSHE Consultation
Thursday 27th November 2025

Aims

- Requirements for RSHE
- New DfE RSHE Guidance
- Statutory Relationships & Health Content
- Sex Education for Primary
- Our PSHE & RSHE Curriculum



What is RSHE?



Relationships

- ✓ Families and people who care for me
- ✓ Caring Friendships
- ✓ Respectful Relationships
- ✓ Online Relationships
- ✓ Being Safe
- ✓ *Sex Education (non-statutory)*

Helps pupils learn to build healthy relationships, stay safe and look after their physical and mental wellbeing



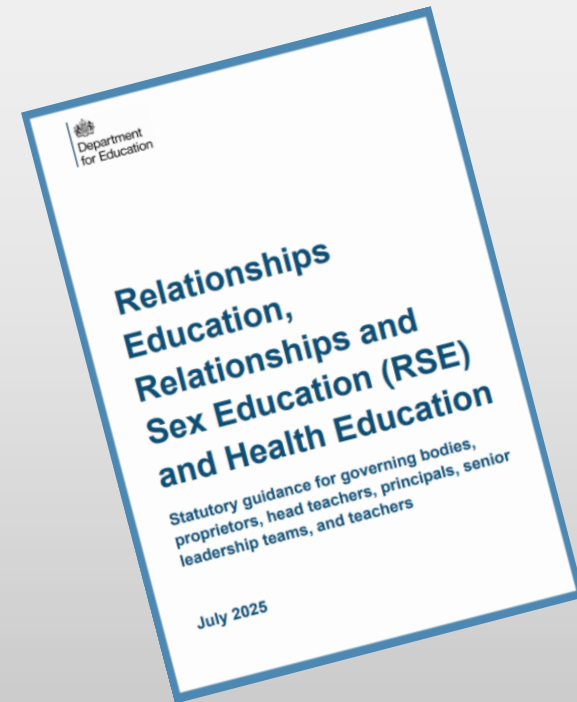
Health

- ✓ General Wellbeing
- ✓ Wellbeing Online
- ✓ Physical Health and Fitness
- ✓ Healthy Eating
- ✓ Drugs Alcohol, Tobacco and Vaping
- ✓ Health Protection and Prevention
- ✓ Personal Safety
- ✓ Basic First Aid
- ✓ Developing Bodies

New DfE RSHE Guidance

From 2026, schools will be following the new **Relationships, Health and Sex Education (RSHE) curriculum**. This updated curriculum aims to give children the knowledge and skills they need to develop healthy relationships, understand their bodies, and stay safe both online and offline.

Lessons will be age-appropriate and taught sensitively, following national guidance. Parents will continue to be informed about lesson content and can discuss any questions or concerns with the school.




New DfE RSHE Guidance



Pupils should be taught about wide range of family structures, including same sex parents.

Content that enables pupils to recognise emotional, physical and sexual abuse from a young age, trust their instincts, and find support.

Teaching will be aged appropriate and respectful of all children, including those who may have no familiarity with the topics under discussion.

✓ Families and people who care for me 

✓ Caring Friendships

✓ Respectful Relationships

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✓ Being Safe

✓ *Sex Education (non-statutory)*

New Expectations – Relationship Education



Caring Friendships: that loneliness is normal and there is no shame in feeling or discussing it.

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.

Respectful Relationships: greater focus on self esteem, and respecting boundaries, building resilience and how to find support

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.

New Expectations – Relationship Education



Online Relationships: Enhanced online safety requirements (critical evaluation of materials, social media age limits, awareness of upsetting content).

Online safety and awareness

Curriculum content:

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.
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.

New Expectations – Relationship Education



Being Safe: Further details on developing skills to stay safe in relationships and teaching on when and how to seek support.

Being Safe

Curriculum content:

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.

Statutory Health Content



Health education in primary starts with the benefits and importance of physical activity, good nutrition and sufficient sleep, and supports pupils to develop emotional awareness.

✓ General Wellbeing

✓ Wellbeing Online

✓ Physical Health and Fitness

✓ Healthy Eating

✓ Drugs Alcohol, Tobacco and Vaping

✓ Health Protection and Prevention

✓ Personal Safety

✓ Basic First Aid

✓ Developing Bodies

Statutory Health Content

✓ General Wellbeing

Physical activity

General wellbeing

Impact of bullying on Mental Health

Time outdoors

Physical health

Recognising feelings

Isolation & seeking support

Emotions

Bereavement, change & loss

Seeking for support

Early support for Mental Health

✓ Wellbeing Online

Positive aspects of the internet

Online relationships

Time spent online and on electronic devices

Impact of online behaviour on others

How to recognise and display respectful behaviour online

Age restrictions online

Bullying and harassment online

Understanding information online

Rights in relation to sharing personal data, privacy and consent

Where and how to report concerns with issues online



Statutory Health Content



✓ Physical Health and Fitness

Benefits of an active lifestyle

Importance of building regular physical activity into daily routines

Risks associated with inactive lifestyle including obesity

How to seek support when worried about own health

✓ Drugs Alcohol, Tobacco and Vaping

The facts about legal and illegal harmful substances

Smoking and vaping

Alcohol use

Drug-taking

✓ Healthy Eating

Healthy diet

The importance of healthy relationship with food

The principles of planning and preparing a range of healthy meals.

The characteristics of a poor diet and risks associated with unhealthy eating

✓ Health Protection and Prevention

Recognising early signs of physical illness, such as weight loss.

Safe and unsafe exposure to the sun.

The importance of good quality sleep for health, and practical steps for improving sleep.

Dental health and the benefits of good oral hygiene.

Personal hygiene and handwashing

The facts and scientific evidence relating to vaccination and immunisation.

Statutory Health Content



✓ Personal Safety

About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.

Recognising risks and keeping safe around roads, railways, including level crossings, and water.

✓ Basic First Aid

How to make a clear and efficient call to emergency services, including the importance of reporting incidents.

Concepts of basic first aid, e.g. dealing with common injuries and ailments, including head injuries.

✓ Developing Bodies

The ways the body can change and develop, e.g. during adolescence. The human lifecycle, and puberty.

Body parts, including; penis, vulva, vagina etc. The importance of privacy and boundaries.

The facts about the menstrual cycle, including physical and emotional changes, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect.

Sex Education for Primary Schools



Sex Education (Primary)

30. Sex education is not compulsory in primary schools, but we recommend 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. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum.

31. Primary schools should consult parents about the content of anything that will be taught within sex education. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school as well as advice about parents' right to request withdrawal from sex education.

- Teaching sex education in primary schools gives children accurate, age-appropriate understanding of their bodies, puberty, and personal safety.
- It helps them develop healthy attitudes, respect for others, and the confidence to seek help or speak up when something feels wrong.



Parents' right to request withdrawal from sex education

16. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

21. Parents do not have the right to withdraw their pupils from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

22. 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.

We will be delivering Primary Sex Education during the summer term. Should you wish to withdraw your child from the non-statutory elements of these lessons, please submit a written request to the Headteacher, clearly stating your intention to withdraw your child.

Our Curriculum

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 Rec	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6 Year 1	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7 Year 2	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8 Year 3	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Our Curriculum

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9 Year 4	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10 Year 5	Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Materials wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11 Year 6	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body-image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Parental Access

If parents or carers would like access to Jigsaw lessons, please email the school to request it.

Individual access codes will be provided as needed.



The RSHE policy will be published on our school website, where it will be accessible to all students, parents, staff, and other stakeholders. It will be clearly displayed in a dedicated section of the site to ensure it can be easily found and referred to at any time. Please provide any feedback

This PowerPoint presentation will also be uploaded to our school website. It will be available as a supporting resource to help explain the key points of the policy in a clear and engaging format, allowing users to better understand its purpose and expectations.

Any questions?

