



Relationships, Sex and Health Education (RSHE) Policy

Date agreed by Governors	Summer 2026
Next Review	Summer 2028

Linked Documents
Anti-Bullying Policy
Child Protection and Safeguarding Policy
Computing Policy
Educational Visits Policy
Equality Policy
PE Policy
PSHE Policy
Positive Behaviour Policy
Science Policy



The United Nations Convention on the Rights of the Child (UNCRC) articles which inform this policy are:

- Article 3: The best interest of the child must be top priority in all decisions and actions that affect children
- Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.
- Article 28: Every child has the right to education. Discipline in schools must respect children's dignity and their rights.
- Article 29: [Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and their environment.](#)
- Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

School's Purpose: To prepare pupils for lifelong success

School's Vision: At Godwin Junior School we:

- Value everyone
- Instil a love of learning
- Seek and encourage talent
- Inspire resilient learners
- Open minds to develop responsible global citizens
- Nurture confident, articulate individuals

Introduction

Relationships, Sex and Health Education (RSHE) has been an established and well-embedded part of our school's curriculum since the introduction of the RSHE statutory guidance in 2020. Our school's RSHE Policy has been in place since then and reflects our long-standing commitment to delivering high-quality, age-appropriate RSHE that supports children's wellbeing and keeps them safe. This updated version of the Policy reflects the revised national guidance published in 2025, which schools are required to have in place by September 2026. The updates do not represent significant changes to what is taught, but instead provide refinement and clarity, strengthen links to safeguarding and pupil wellbeing, and ensure our practice continues to reflect best practice and the needs of our pupils.

Both the original policy and this updated version have been developed in line with Department for Education guidance and informed by local and national expectations. They have been shaped through consultation with a range of stakeholders, including school staff, pupils, parents and carers, and, where appropriate, local partners, to ensure the curriculum is relevant, inclusive and responsive to the needs of our community.

Why is RSHE taught at Godwin Junior School?

- Because it is the right thing to do.
Our pupils are growing up in an increasingly complex world, with new opportunities alongside new challenges. As a school, we want our pupils to flourish, and we use all areas of the curriculum to equip them with the knowledge and skills they need to do so.
RSHE is a vital part of preparing pupils for life in 21st Century Britain. It supports them to understand and respect diversity, use technology safely and responsibly, and recognise the importance of healthy relationships with friends and family. Through RSHE, pupils develop the knowledge, values and skills they need to build, maintain and recognise healthy, respectful and safe relationships, now and in the future, and supports their physical, emotional and mental wellbeing.
- Relationships and health education is a statutory requirement for all primary schools in England.
Teaching relationships and health education in school ensures that all pupils receive age-appropriate, accurate information that supports their wellbeing, safety and development. It provides a safe and consistent framework for learning about relationships, health and personal responsibility.
- Recommended best practice.
The government, Ofsted and local advisors also recommend that sex education (how a baby is conceived and born – human reproduction) is taught in primary school.
At Godwin Junior School, we have decided to teach sex education, 'how babies are conceived and born', as human reproduction, because research (conducted across the borough of Newham) has told us that young people feel school is a trusted place for learning about this topic (Sell 2019). Consultation of secondary school Year 10 pupils in Newham consistently shows that pupils think they should learn how a baby is made and born at primary school age. By teaching this topic at primary school, it will help to equip our pupils for the transition to secondary school where they may learn about sex from less reliable sources such as friends or older children. The decision to teach sex education was taken following consultation with staff, parents/carers and governors during the Spring and Summer of 2026.

Compliance with Statutory, Legal and National Policy Frameworks

The teaching of RSHE at Godwin Junior School is informed by the law, national RSHE statutory guidance and the National Curriculum set out by the DfE, as well as the school ethos and policies already developed.

Implementation of the RSHE Statutory Guidance since 2020

Before the implementation of the original statutory RSHE guidance in 2020, Newham-wide consultation took place with: pupils, parents and carers, community groups, faith groups, local councillors, teachers, Ofsted, school governors, Newham Local Authority and professional associations. Our PSHE lead also attended borough-wide training.

School consultation 2020

Consultation took place before, during and after the implementation of the 2020 RSHE statutory guidance. Consultation and information meetings continued to take place regularly with the following groups:

	Parents/Carers	School Staff	School Governors
Dates	Spring 2021	Spring/Summer 2021	Summer 2021
Actions	Met parents/carers from each year group via online meetings in March 2021. Parents/carers were given the opportunity to pose questions. The presentation was specific to each year group, but also presented the Policy and curriculum as a whole. Additionally, we shared our presentations on the school website, giving parents/carers the opportunity to view in their own time and then email any questions or comments.	INSET in March 2021 exploring 'Relationships' and 'Changing Me' units. INSET In May 2021 prior to delivery of 'Changing Me' units. Opportunity to examine resources and ask questions.	Governor training of RSHE took place Draft Policy and Parent/Carer presentations shared

Borough-wide consultation took place in the lead up to the new RSHE statutory guidance with the following groups: pupils, parents and carers, community groups, faith groups, local councillors, teachers, Ofsted, school governors, Newham Local Authority and professional associations (led by Dr Jo Sell – Newham RSHE Advisor and Claire Clinton – Religious Education Advisor). The PSHE lead at Godwin Junior School attended training provided by Dr Jo Sell, Claire Clinton and Marie Hardie (Newham Primary PSHE Advisor).

School consultation 2026

In school, consultation took place with the following groups to prepare for the implementation of the updated RSHE statutory guidance in September 2026:

	Parents/carers	School Staff	School Governors
Dates	Summer 2026	Spring/Summer 2026	Spring/Summer 2026
Actions	We continue to share our RHE/RSHE lesson presentations on our school website giving parents/carers the chance to email any further questions or add comments Thursday 21st May 2026 Meetings and presentations with parents/carers of Year 3, Year 4 and Year 5 Friday 22nd May 2026 Meetings and presentations with parents/carers of Year 6	Spring Department for Education 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (July 2025) statutory guidance shared with teachers during INSET. Collaborative RAG rating undertaken. Spring Whole staff surveyed on current teaching of RHE and RSHE at Godwin Junior School Spring PSHE lead presented to staff in Spring 2026 to discuss DfE	Spring Governors attended training regarding Department for Education 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (July 2025) statutory guidance Spring PSHE lead presented to full GB in Spring 2026 to discuss DfE statutory guidance and progress of our revised RSHE Policy Summer

	Year 3, 4, 5 & 6 presentations shared on Godwin Junior website	statutory guidance and progress of our revised RSHE Policy.	Godwin 2026 RSHE Policy shared with Governors
	Godwin 2026 RSHE Policy shared with parents/carers	Summer Godwin 2026 RSHE Policy shared with school staff	

During the consultation period for the updated RSHE statutory guidance, children at Godwin Junior School have said about learning in RSHE:

2026 pupil survey question

Year 6 - Girls only

At Godwin Junior School, in the summer term, you and all Year 4 girls were taught about periods.

Do you think this is the right time to teach this lesson?

YES or NO (please circle your answer)

If you wish, please explain your answer

27 responses recorded

25/27 responses (92.59%) have been recorded as 'Yes'

2/27 responses (7.41%) has been recorded as 'No'

"Yes because then you have a heads up and you know what is going to happen to you when you're older."

"I believe that it helps the girls because some might get it early and get scared or panic!"

"I think girls can start their periods early and it is not nice if you know nothing about it."

2026 pupil survey question

Year 6 - All pupils

At Godwin Junior School, in the summer term, you and all Year 5 boys and girls were taught about puberty.

Do you think this is the right time to teach this lesson?

YES or NO (please circle your answer)

If you wish, please explain your answer

70 responses recorded

58/70 responses (82.86%) have been recorded as 'Yes'

12/70 responses (17.14%) has been recorded as 'No'

2 of those responses felt the lesson should be taught earlier than Year 5

4 of those responses felt that some pupils were 'silly' / 'immature' in the lessons

"The reason why I said yes is it has helped me through puberty and I have gone through my period and these lessons have helped me a lot."

"Yes because although it might be uncomfortable, it's best to know what happens as you grow up so you don't get scared when it happens to you and you don't know what you're going through."

"Children deserve to know how their body develops before it happens in order for them to understand and not

get worried.”

Intent

At Godwin Junior School, our aim is to deliver high-quality Relationships, Sex and Health Education (RSHE), in partnership with parents/carers, in order to support the personal development, wellbeing and future success of all our pupils.

Our RSHE provision aims to:

- Provide high-quality, age-appropriate, pupil-sensitive and evidence-based RSHE that meets statutory requirements.
- Promote respect for the law and for the diverse communities that make up modern Britain, fostering understanding, inclusion and mutual respect.
- Help pupils to develop a secure understanding of themselves, their relationships and the world in which they live.
- Equip pupils with the knowledge, skills and language they need to make informed, responsible and healthy choices.
- Support pupils to stay safe, including understanding how to recognise risk, seek help and protect their physical and emotional wellbeing.
- Enable pupils to flourish academically, socially and emotionally, both during their time at school and beyond.
- Prepare pupils for the opportunities, responsibilities and challenges of adulthood, in a world that is complex and sometimes difficult to navigate.
- Establish RSHE as a central and valued part of the curriculum, contributing to pupils' lifelong learning and personal development and wellbeing.

See *Appendix 1 – Topic overview – Personal, Social, Health and Economic Education (PSHE)* and *Appendix 2: Explanation of Terms* for more information.

Implementation

RSHE Statutory Content

By law, primary schools are required to teach relationships and health education, alongside the National Curriculum for science and within the context of safeguarding.

At Godwin Junior School, we acknowledge that parents/carers are a child's first, and most effective, teacher. We aim to educate pupils about these important subjects **alongside** their parents/carers. To ensure that we are working in collaboration with our parents and carers, we ensure that information about our RSHE curriculum is published on our website for parents/carers to access. We will also continue to ensure that annual meetings are held with parents/ carers to present our RSHE curriculum, as well as ensure that parents/carers have the opportunity to discuss any questions or concerns they may have.

See *Appendix 3-5: End of Key Stage 2 Expectations for Relationships Education; End of Key Stage 2 Expectations for Non-Statutory Sex Education; End of Key Stage 2 Expectations for Health Education* to see the required content from the statutory guidance.

Curriculum Map

Godwin Junior School's curriculum map for RSHE sets out in which year group each aspect of the RSHE statutory guidance expectations will be taught. Whilst some areas are only taught in PSHE, other areas may also be covered in lessons such as computing, physical education (PE) or science, as well as part of a school wide, integrated approach to RSHE or themes covered in assemblies and on special weeks/days (e.g. Anti-Bullying Week and Online Safety Week). See Appendix 6: Curriculum Map for RHE/RSHE/PSHE including Summer 2 Changing Me

Relationships Education

In Relationships Education, the focus in primary schools is on teaching the fundamental building blocks of positive, healthy and respectful relationships with family members, other children and adults.

Teaching is designed to help pupils develop the knowledge, skills and understanding needed to form kind, caring relationships, manage feelings and conflict, set and respect boundaries, and develop self-respect and empathy for others. Lessons are evidence-based, age-appropriate and culturally sensitive, rooted in the law, and responsive to pupils' lived experiences. Teaching recognises and represents a wide range of family structures, ensuring that every child feels included, regardless of their home circumstances.

Pupils are taught how to keep themselves and others safe, including understanding privacy, consent and boundaries, recognising bullying, harmful or abusive behaviour (including online), and knowing how and where to seek help or report concerns. Online relationships are addressed in line with face-to-face expectations of respect and safety, whilst reflecting the additional risks that are posed by anonymous contact online.

Throughout, we promote fundamental British Values, including Mutual Respect and Tolerance; respect for difference does not require agreement, but by fostering respectful relationships we support pupils to navigate difference thoughtfully, safely and with confidence.

There is no legal right for parents/carers to request that their child is withdrawn from relationships education.

Non-statutory Sex Education

Sex education is not compulsory in primary schools, but the Department for Education recommends that primary schools teach sex education in Year 5 and/or Year 6, in line with content from the science national curriculum about the life cycles of mammals and the life process of reproduction in some animals.

Following recommendations from the Newham PSHE Partnership and the DfE, Godwin Junior School has decided to continue to include the teaching of human reproduction in the Year 6 RSHE curriculum.

See Appendix 7: 'Talking about Puberty and Human Reproduction – A Guide for Parents and Carers' for more information about the content included in sex education lessons and how to talk to children about these sensitive topics.

Parents and carers retain the right to request that their child is withdrawn from RSHE lessons that teach human reproduction. See paragraphs 16-23 of the statutory guidance for information regarding a parent/guardian's right to request withdrawal.

Health and Wellbeing

The aim of Health Education is to equip pupils with the knowledge, understanding and skills they need to make informed, responsible decisions about their physical health, mental wellbeing and personal safety.

Teaching supports pupils to recognise what is typical and healthy in themselves and others, to develop emotional awareness and appropriate vocabulary for feelings, and to understand when and how to seek help or support at the earliest opportunity.

Health education promotes the benefits of physical activity, healthy eating, sufficient sleep, time outdoors and positive use of leisure time, while also addressing health protection and prevention, including personal hygiene, illness, vaccination, sun safety and basic first aid.

Building on the 2020 statutory guidance, there is now an increasing emphasis placed on online wellbeing and safety, recognising the growing impact of digital life on pupils' mental and physical health, including respectful

online behaviour, managing screen time, understanding age restrictions, and knowing how to report concerns or seek support. Learning is age-appropriate, evidence-based and sensitive to pupils' experiences.

Puberty, including menstruation, will be covered in health education and should, as far as possible, be addressed **before** children begin puberty.

There is no legal right for parents/carers to request that their child is withdrawn from health and wellbeing education.

National Curriculum Science

The national curriculum content for science is located here:

https://assets.publishing.service.gov.uk/media/5a806ebd40f0b62305b8b1fa/PRIMARY_national_curriculum_-_Science.pdf

At Key Stages 1 and 2, the National Curriculum for science includes teaching about the main external parts of the body and the changes to the human body as it grows from birth to old age (including puberty) and sexual and asexual reproduction in mammals and plants. It also includes aspects of health education and how to keep our bodies safe and healthy.

KS1	Pupils should be taught to: • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (Year 1). • observe and describe how seeds and bulbs grow into mature plants (Year 2). • notice that animals, including humans, have offspring which grow into adults (Year 2). • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene (Year 2). <i>Notes and guidance (non-statutory)</i> <i>Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.</i>
Lower KS2	Pupils should be taught to: • identify and describe the functions of different parts of flowering plants: roots, • stem/trunk, leaves and flowers (Year 3). • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal (Year 3). • identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat (Year 3). • identify that humans and some other animals have skeletons and muscles for support, protection and movement (Year 3). • recognise that environments can change and that this can sometimes pose dangers to living things (Year 4). • describe the simple functions of the basic parts of the digestive system in humans (Year 4). • identify the different types of teeth in humans and their simple functions (Year 4). <i>Notes and guidance (non-statutory)</i>

	<i>Pupils should be introduced to the relationship between structure and function: the idea that every part has a job to do. They should explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction.</i> <i>Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.</i> <i>Pupils should be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions.</i> <i>Pupils might work scientifically by: comparing the teeth of carnivores and herbivores, and suggesting reasons for differences; finding out what damages teeth and how to look after them. They might draw and discuss their ideas about the digestive system and compare them with models or images.</i>
Upper KS2	Pupils should be taught to: • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird (Year 5). • describe the life process of reproduction in some plants and animals (Year 5). • describe the changes as humans develop to old age (Year 5). • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood (Year 6). • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (Year 6). • describe the ways in which nutrients and water are transported within animals, including humans (Year 6). • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents (Year 6). <i>Notes and guidance (non-statutory)</i> <i>Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.</i> <i>Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.</i> <i>Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</i> <i>Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.</i> <i>Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</i>

There continues to be no legal right for parents/carers to request that their child is withdrawn from the statutory content of the national curriculum for science.

How will we ensure lessons are taught sensitively?

‘Puberty and menstruation’ and ‘human reproduction and birth’ are seen as sensitive topics to teach in RSHE and therefore special measures will be put in place to ensure that pupils feel at ease when talking about these topics. These include:

- Single sex classes for all lessons taught on sensitive topics so that pupils feel less self-conscious and more confident to ask questions.
- Setting ground rules at the start of these lessons.
- The use of anonymous question boxes.

When will RSHE will be taught?

Much of the RSHE curriculum is taught throughout the year in our PSHE lessons, as well as some objectives being covered by computing, science and physical education. Class teachers teach PSHE weekly using a spiral curriculum to ensure that the pupils' knowledge is built upon each year.

Menstruation, puberty, human reproduction and birth are taught to specific year groups - at specific times - to ensure the information is delivered at an age-appropriate level.

Menstruation and puberty must be taught as a part of primary health and wellbeing education – developing bodies – by the time children leave primary school (see page 25 of 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' Department for Education July 2025

Topic	When is it taught?	How will it be taught
Menstruation	Year 4 - Summer 2	Year 4 – Girls-only lesson
	Year 5 - Summer 2	Year 5 – Boys and girls single-sex lessons
	Year 6 - Summer 2	Year 6 – Boys and girls single sex lessons
Puberty	Year 5 - Summer 2	Year 5 – Boys and girls single-sex lessons
	Year 6 - Summer 2	Year 6 – Boys and girls single-sex lessons
Human Reproduction and Birth	Year 6 - Summer 2	Year 6 – Boys and girls single sex lessons

How will we ensure communication with parents and carers?

Godwin Junior School works with parents/carers as we want to communicate what is happening in RSHE. We invite parents/carers to a virtual meeting prior to sensitive aspects of RSHE being taught, to explain what will happen so that they are fully informed and can, if they wish, talk to their children ahead of lessons. This will allow parents/carers to be ready for any questions that their child may have regarding what they have learnt at school. Examples of sensitive subjects are:

- Year 4 summer term (girls only) learning about menstruation
- Year 5 summer term (single-sex lessons) learning about puberty
- Year 6 summer term (single-sex lessons) re-visiting puberty and learning about human reproduction

Whenever sex education (how a baby is made and born), outside of the National Curriculum for science, is being taught, a letter will be sent home ahead of the lessons informing parents/carers. Our intention is to make these lessons as sensitive to the background of all our pupils as possible. We hope that by working in partnership with parents/carers, they will choose not to withdraw their child from these lessons so that they learn facts in an age-appropriate way from a teacher, rather than from unreliable sources.

However, we respects the right of parents/carers to remove their children from the sex education element of RSHE if they wish. Parents/carers who wish to remove their children from the sex education element of RSHE need to inform the Head Teacher in writing or arrange a meeting to discuss their concerns. Parents/Carers will receive a confirmation letter that their child has been withdrawn from these lessons and alternative provision will be made for the child while these lessons are being taught. This process will be documented.

Who will be teaching RSHE?

Usually, RSHE will be taught to children by a class teacher. With regard to more sensitive issues: menstruation to Year 4 girls, puberty in Year 5 and 6 and sex education in Year 6, these will be taught in single-sex groups by a teacher the children know.

What training will staff be given?

All staff members receive regular training on RSHE to ensure that they know how to teach RSHE topics in an age-appropriate way, as well as answer any questions pupils raise. Any staff members who teach sensitive topics are given additional training prior to delivering any of the sessions to ensure pupils all receive the same high standard

of education. This training will usually be delivered by the RSHE lead and SLT, who will themselves have had extensive training.

What materials will be used to deliver RSHE?

At Godwin Junior School, our teachers use a range of clearly structured, age-appropriate resources and teaching materials to help them deliver an effective and enriched curriculum. These are sensitively chosen from a variety of sources which we feel are best-suited to meet the needs of our pupils.

Safeguarding

Learning in RSHE strengthens safeguarding by ensuring pupils are taught, in an age-appropriate way, how to recognise risk, unsafe or abusive behaviour (including online), and how to seek help or report concerns. Through our RSHE lessons, pupils are equipped with the knowledge, language and confidence to speak to a trusted adult, supporting early identification of concerns and helping the school to fulfil our safeguarding responsibilities.

Safeguarding is an important aspect of all of the lessons taught as part of RSHE in our school. Our Child Protection and Safeguarding Policy applies to and supports all aspects of RSHE. RSHE may provide opportunities for pupils to share concerns or make disclosures, and any such issues will be dealt with in line with our safeguarding procedures.

Equality

We will comply with the requirements of the Equality Act (2010) and the Public Sector Equality Duty (2014). We will not unlawfully discriminate against pupils, nor tolerate bullying, harassment or victimisation, on the basis of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (protected characteristics). This includes discrimination or bullying directed at a pupil because of the protected characteristics of a parent/carer or other family member. The school is committed to fostering an inclusive environment in which all pupils and their families are treated with dignity and respect, and where difference is recognised and valued.

Our school celebrates difference and diversity. The bullying of anyone for any reason is not acceptable. It is expected that the relationships education curriculum will lead to a stronger sense of community and mutual respect, as well as give pupils a sense of responsibility. This will help to keep Godwin Junior School a safe, inclusive and caring place for all, upholding the core values and ethos of the school. In line with our Rights Respecting Schools approach, we aim to uphold the rights of every child, ensuring they are treated fairly, feel safe and are empowered to advocate for the rights of others.

Special Educational Needs and Disabilities (SEND)

The delivery of the content of RSHE will be made accessible to all pupils, including those with SEND. Our teachers will make decisions on an individual basis for each child they teach. This will depend on that child's stage of development. Our teachers will adapt the school's scheme of work, as well as using other resources that have been made specifically for teaching children with additional needs.

Resources

Resources used in RSHE lessons will be carefully selected to ensure they are age-appropriate, evidence-based and appropriate to the developmental stage of pupils. All materials will be reviewed in advance by staff and used sensitively, with consideration given to pupils' backgrounds, experiences and any additional vulnerabilities. Parents/carers can request to see any of the resources being used in school and are also invited to join the parent/carer meetings that are held each year regarding what is taught in RSHE.

At Godwin Junior School, we draw from a range of educational resources. For example, the Jigsaw scheme of work and a range of PSHE themed storybooks.

It is the role of the Health and Wellbeing Lead and the Senior Leadership Team, to ensure that resources are appropriate and up-to-date for use in teaching RSHE.

Impact

Monitoring, Evaluation and Assessment

We currently teach the RSHE statutory content through a range of different subjects. While most of the teaching is carried out in PSHE lessons, RSHE is also taught through subjects such as science, computing and physical education (PE).

Although there are no national level descriptors for RSHE, in order to monitor, evaluate and assess these lessons, we:

- Ensure that the teaching and learning in RSHE in our school is of the highest standard; regular monitoring by our Health and Wellbeing Lead gauges this.
- Assess and evidence pupils' learning and progress through the use of formative assessment and summative assessment at the end of each half termly unit.
- Evidence learning by pupils completing a range of tasks within their whole class 'Journal'.
- Place an emphasis on pupil voice allowing children to reflect on their learning during each lesson and at the end of each unit.

When RSHE is taught effectively, pupils develop the knowledge, skills and confidence to form positive, respectful relationships, make informed choices about their health and wellbeing, and keep themselves and others safe. Over time, this also contributes to improved emotional literacy, resilience and behaviour, as well as increased confidence in seeking help and support when needed.

To ensure that the teaching and learning in RSHE in our school is of the highest standard, it is monitored by the Health and Wellbeing Lead and the Senior Leadership Team through lesson observation, pupil voice and monitoring of pupils' work. They will also use information such as reporting on behaviour and safeguarding to judge whether pupils are feeling confident in reporting worries. Teachers are asked to evaluate teaching and learning each half term and assess pupils at the end of each unit of work.

Reviewing the RSHE Policy

Parents/carers will be informed when this Policy is being reviewed so that there is an opportunity to give feedback, inform the school about what has worked well or raise any concerns.

A consultation took place which facilitated the writing of this Policy. If any additional significant changes are going to be made to the Policy based on school, local authority or government guidance then another consultation will be completed. For example, changing which year groups learn about different sensitive topics (menstruation, puberty and human reproduction and birth).

Appendix 1: Topic overview – Personal, Social, Health and Economic Education (PSHE)

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A whole school approach is taken in our teaching of PSHE, meaning that all year groups cover the same unit (Puzzle) at the same time. As pupils get older, the focus areas are developed. They are all taught at an age appropriate level.	Being Me In My World Focus includes: a sense of belonging, being part of a community, rights and responsibilities and pupil voice.	Celebrating Difference Focus includes: similarities and differences. Children learn to accept everyone's right to 'difference'.	Dreams and Goals Focus includes: hopes and dreams, goals for success, how to overcome challenges, dreams for the community and the world.	Healthy Me Focus includes: emotional health and physical health.	Relationships Focus includes: building a respectful relationship with self, families, friendships, pets and animals, love and loss. Safeguarding and keeping safe - online safety and social networking.	Changing Me Focus includes: change of many types. Looking ahead and how to cope positively with such changes. RHE = Years 3,4 & 5 RSHE = Year 6

Appendix 2: Explanation of Terms

Relationships Education is statutory in all primary schools. It refers to teaching pupils about the fundamental building blocks and characteristics of positive relationships. It covers key topics such as families and people who care for them, caring friendships, respectful relationships, online relationships and being safe. This subject helps pupils develop the skills and understanding they need to form healthy, respectful relationships with others throughout their lives.

Sex Education refers to teaching pupils about how a baby is conceived and born. Reproduction in plants and animals is taught as part of National Curriculum science in Year 5 and human reproduction is often included in RSHE lessons in Upper Key Stage 2, following on from the science curriculum in Year 5. While not compulsory in primary schools beyond the science curriculum, the Department for Education recommends that age-appropriate sex education is taught in later primary years to prepare pupils for puberty and adolescence.

Health Education refers to teaching pupils about physical health and mental wellbeing. It includes topics such as maintaining good physical health and fitness, healthy eating, internet safety and harms, drugs, alcohol and tobacco, health prevention, basic first aid, and understanding how mental wellbeing affects everyday life. Health Education gives pupils knowledge and skills to look after their own health, recognise when they might need help, and make informed choices to keep themselves safe and healthy.

Appendix 3: Curriculum Content

Relationships Education: content to be covered by the end of KS2

Families and people who care for me
Curriculum content: 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
Curriculum content: 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
Curriculum content: 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

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.

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.

Appendix 4: Curriculum Content

Primary Sex Education (Paragraph 30-31 in 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' Department for Education July 2025 pg 11 Paragraph 30-31

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

Primary schools should consult parents/carers about the content of anything that will be taught within sex education.

This process should include offering parents/carers 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'/guardians right to request withdrawal from sex education.

Appendix 5: Curriculum Content

Health and Wellbeing: content to be covered by the end of KS2

General Wellbeing
Curriculum content: 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
Curriculum content: 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
Curriculum content: 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
Curriculum content: 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
Curriculum content: 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
Curriculum content: 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 check-ups 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
Curriculum content: 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
Curriculum content: 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

Curriculum content:

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 6: Curriculum Map for RHE /RSHE

Year group: 3		
Puzzle: Changing Me		
Piece	PSHE learning objective	Social and emotional development learning objective
1 How I Have Changed Since I Was A Baby	I understand that in animals and humans lots of changes happen between being a baby and growing up	I recognise how I feel when I see babies I recognise how I feel about these changes happening to me and know how to cope with those feelings
2 What Babies Need To Live And Grow	I understand what a baby needs to live and grow	I can express how I might feel if I had a new baby in my family
3 How My Interests Have Changed Since I Was A Baby	I understand my interests change as I get older	I can express how I feel about how I have changed I recognise how I feel about these changes happening to me and know how to cope with those feelings
4 How My Role In My Family Has Changed	I understand that as I get older I may take on more roles and responsibilities	I can express how I feel about having responsibilities I recognise how I feel about these changes happening to me and know how to cope with those feelings
5 Family Stereotypes	I recognise that in a family we share different roles	I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes
6 Looking Ahead	I can identify what I am looking forward to when I move to my next class	I can start to think about changes I will make next year and know how to go about this

Year group: 4

Puzzle: Changing Me

Piece	PSHE learning objective	Social and emotional development learning objective
1 Unique Me!	I can name and identify external body parts	I understand that I don't need to be embarrassed about the biological names for parts of the human body
2 Talented Me!	I can identify my strengths and know how I can develop certain skills	I understand that everyone has strengths and that these are often different from other peoples
3 Powerful Me!	I can Identify the learning power/s that I am strong in	I understand that everyone has strengths and that these are often different from other peoples
4 Stronger Me!	I can identify the learning power/s that I need to focus on and I know how I can develop it/them	I understand that we all have areas of our personality that we need to focus on and develop
5 Thoughtful Me!	I understand that my actions can often have an impact on others	I understand that what I say and do often has consequences
6 Future Me!	I can identify some of my hopes and aspirations for the future	I can express what I would like for my future
7 Developing Me! Girls only	I can describe how a girl's body changes in order for her to be able to have babies when she is an adult and that menstruation (having periods) is a natural part of this	I have strategies to help me cope with the physical and emotional changes I will experience during puberty

Year group: 5

Puzzle: Changing Me (single-sex lessons)

Piece	PSHE learning objective	Social and emotional development learning objective
1 Self And Body Image	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self-esteem
2 Puberty For Girls #1 (Revisit in Year 6)	I can explain/describe how a girl's body changes during puberty I can explain the importance of looking after yourself physically and emotionally	I understand that puberty is a natural process that happens to everybody and that it will be ok for me. I can express how I feel about the changes that will happen to me during puberty
3 Puberty For Girls #2 (Revisit in Year 6)	I can explain/describe how a girl's body changes during puberty I can explain the importance of looking after yourself physically and emotionally	I understand that puberty is a natural process that happens to everybody and that it will be ok for me. I can express how I feel about the changes that will happen to me during puberty
4 Puberty For Boys #1 (Revisit in Year 6)	I can explain/describe how a boy's body changes during puberty I can explain the importance of looking after yourself physically and emotionally	I understand that puberty is a natural process that happens to everybody and that it will be ok for me. I can express how I feel about the changes that will happen to me during puberty
5 Puberty For Boys #2 (Revisit in Year 6)	I can explain/describe how a boy's body changes during puberty I can explain the importance of looking after yourself physically and emotionally	I understand that puberty is a natural process that happens to everybody and that it will be ok for me. I can express how I feel about the changes that will happen to me during puberty
6 Q&A	I can explain the changes that happen during puberty	I understand that puberty is a natural process that happens to everybody and that it will be ok for me. I can express how I feel about the changes that will happen to me during puberty

Year group: 6

Puzzle: Changing Me (single-sex lessons)

Piece	PSHE learning objective	Social and emotional development learning objective
1 My Self Image	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem
2 Relationships inc: Boyfriends Girlfriends	I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a boyfriend/girlfriend	I understand the respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to
3 Real Self And Ideal Self	I am aware of the importance of a positive self-esteem and what I can do to develop it	I can express how I feel about my self-image and know how to challenge negative 'body-talk'
4 Puberty	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally	I can express how I feel about the changes that will happen to me during puberty
5 Sexual intercourse & Fertilisation	I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby	I appreciate how amazing it is that human bodies can reproduce in this way
6 Development of a foetus (baby) from conception to birth	I can describe how a baby develops from conception through the nine months of pregnancy and how it is born	I can recognise how I feel when I reflect on the development and birth of a baby

Appendix 7: Talking about Puberty and Human Reproduction – A Guide for Parents and Carers

During research and consultations, inside and outside of Newham, children and young people have said that they want to learn about relationships, health and sex from their parents and carers as well as their school, so it is important that parents and carers feel equipped and confident to take on this task. Below is some advice and guidance that may help.

Talking about puberty and human reproduction can feel daunting for many parents and carers. This guide is designed to support and empower you to have open, confident conversations with your child about these important topics.

In today's world, children are exposed to information about growing up and reproduction from many sources — television, social media, magazines, and friends. These sources are often unreliable, which can lead to misconceptions. By talking with your child at home, you can provide accurate, age-appropriate information and help them understand their changing bodies, feelings and relationships in a safe and supportive way.

It is normal to feel anxious or embarrassed when talking about these topics with your child. Learning in school around RSHE has changed dramatically from the experiences that many of us will have experienced growing up ourselves. For many of us, learning about our bodies and how we grow into adults may have been tied in with shame or embarrassment. We know that, for young people today, it is more important than ever to ensure that we remove any shame and embarrassment we might feel before we teach our children.

Our goal is to ensure that our children feel safe to talk to the trusted adults in their lives and ask open questions without fear or embarrassment. This will enable us to protect them from the many challenges of growing up in the digital age.

Top Tips

1. Drip feed information rather than having 'the talk'.

We know that preparing to have 'the talk' can be a stressful experience for parents and carers. It can also be overwhelming for children as there is so much information for them to process. It is far more beneficial to have regular small chats about different elements of growing up. This makes it easier to prepare for as a caregiver, as well as promoting the idea that this is an important topic that your child can speak to you about whenever they have questions.

2. Find appropriate times to have small chats with your child about sensitive topics.

Find a stimulus to begin the conversation. Finding a TV programme, song or book can help get the conversation started and to make it feel more natural. There are so many opportunities in everyday life to begin these conversations. These may include (but are not limited to):

- when a member of your family announces that they are pregnant;
- when a topic such as puberty comes up in a TV show or movie;
- when gender stereotypes are pushed in TV adverts (especially children's toy adverts); or
- after watching an advert on TV for period/menstrual products.

When these opportunities arise, ask your child an open-ended question to begin the conversation such as, "What do you know about how pregnancy happens?" It can also be great idea to try and discuss these topics just before we have the lessons in school so that children can make the most of having a safe space to ask questions with trusted adults.

3. Prepare before you have these talks with your child.

Look through the resources included in this handout, or others that you know that are from reliable sources, and make sure that you understand what you are going to talk about before you begin the conversation at home. This will help you feel more confident when talking to your children and will help you answer any tricky questions that they might ask as you will have already thought through your responses to those questions.

4. Talk about it in the car or on a walk where appropriate.

It can be much easier to have these conversations where two people are facing forward rather than face to face.

5. Ask them what they know or have already heard.

Often children will have heard half-truths or will have many misconceptions about puberty and human reproduction. Asking them to tell you what they think they already know gives you an opportunity to address any misconceptions at home.

6. Build open communication based on trust.

We want to ensure our children feel comfortable talking about these sensitive topics with someone they can trust. This helps ensure that children receive the information they need at an age-appropriate level rather than looking for the information elsewhere.

Responding to your Child's Questions

- Generally, if the information you give is too basic, children will ask more questions. However, if the information is too in-depth, children will usually only take away what they are able to understand at their age, level or maturity. The most important thing is that you try to begin these conversations. Let your child know that you are there to answer the questions or worries that they have to ensure that they feel comfortable talking to you.
- Keep answers as short and simple as possible. Make sure to explain the meaning of any words that your child might not have heard of before (see our glossary at the end of this handout if you are unsure about how to define and explain any of the words).
- After giving an answer, keep the conversation open. You might want to ask, "Does that answer your question?" or, "What do you think about that?" If your answer has not been in enough detail, this will give your child the opportunity to ask anything more they are ready to know.
- Ask your child open-ended questions in response to things that they say or tell you about, in order to find out what they already know. This will help you answer it in an appropriate way, e.g., "Can you tell me what you already know about that?" or, "What have you heard about that?"
- Don't feel like you have to answer every question straight away. You can always say to your child "I'm not sure how to answer that question, let me have a look and I'll talk to you about it later on." You can then consider what answer you want to give your child.

A Guide to Resources

These resources are not websites you should leave your child to explore independently. Always ensure you have planned what you would like to share from these websites with your child beforehand. There are a range of resources available and it is important to ensure that the information comes from a reliable source. Before you show or use any of this information with your child, please make sure you check the websites for yourself and watch and read everything carefully. Each child matures at their own pace and it is important that you decide for yourself what they are ready to find out and when. Some of these websites have

information that will be more appropriate as your children go through secondary school and so some resources are shared with the idea that families will be able to use them in years to come.

From Outspoken Education: https://a9bba1f6-c2c8-4c4d-90af-050bfd8fad13.filesusr.com/ugd/dfbec9_7efd1b6aa83b457db00446f942b90507.pdf (lesson plans handout_

This resource contains ideas for talking to children about the differences between male and female bodies, how bodies change through puberty (including menstruation), how a baby is conceived, body image, body safety and different types of family. It includes cartoon-like images of both male and female genitals. The images provide an opportunity to explain the different parts of the human body (internal and external) as well as their function. Please review the list of body parts carefully to ensure you feel comfortable explaining what each one is.

<https://www.outspokeneducation.com/ages-6-to-10>

Advice on how to have shame-free, open conversations with children about relationships and sex. Again, a lot of the information on the website will be useful as your child goes through secondary school; however, there are lots of resources to support you in talking to younger children about these sensitive topics.

‘We may lack the confidence, knowledge or skills to talk to our children about sex and relationships. We may get uncomfortable and feel open to judgement. But the evidence is telling us that to help our children – and to strengthen our connection with them – we need to try...’ Outspoken Sex Ed.

<https://www.plannedparenthood.org/learn/parents/tips-talking>

This website gives ideas about how to talk about RSHE topics with your child. While it is an American website, lots of the information and guidance may be helpful for our families.

<https://sexedrescue.com/sex-education-books-for-children/#ages>

This is a website with a long list of books that cover all elements of Sex and Relationships Education. Please check through any books carefully before sharing it with your child. Some of the books on the website cover topics that we would not cover in primary school such as masturbation. It is up to parents and carers if and when you would like to go beyond what we teach in school. We are also aware that in some religions, masturbation is something that is not acceptable, so please teach your child what is appropriate for them in the context of your family’s beliefs. Again, please ensure you use trusted resources such as reputable books if you wish to do this.

<https://www.bbc.co.uk/iplayer/episode/b0759l4k/operation-ouch-specials-dont-panic-about-puberty>

This is a CBBC special episode on puberty. It could be used as a stimulus for parents and carers to begin the conversation at home but please watch it yourselves first to ensure you are happy with how they talk about puberty and to see if it is right for your child.

<https://amaze.org/jr/>

This website is full of videos and information for parents and carers of children of all ages. Many of the videos will be useful as the children get older; however, this link is to the Amaze Jr Parents section so parents and carers can have a look and read more information about discussing how to discuss sex and relationships with their child. Again, please watch anything you would like to share with your child carefully beforehand as some of the material on this website will be too advanced for primary school pupils.

<https://www.thenational.academy/teachers/programmes/rshe-pshe-primary-ks1/units> (Key Stage 1) and <https://www.thenational.academy/teachers/programmes/rshe-pshe-primary-ks2/units>

Oak National Academy provides free, high-quality RSHE lessons that have been developed by teachers and are aligned with the National Curriculum.

The lessons use age-appropriate language, clear explanations and short videos to help children understand sensitive topics in a calm and factual way. Many parents and carers find it helpful to watch a lesson themselves first, so they can decide whether they are comfortable sharing the content with their child and think about how they might want to talk about it together.

Watching a lesson together can then provide a shared starting point for conversation, helping you to answer questions, reassure your child and share your own family values in a way that feels right for you. Oak lessons are optional and flexible – you can dip into specific topics as and when they are useful. They are available online and can be accessed at any time.

What should I talk about and when?

Nursery and Reception

- At this age, children should be able to name the different parts of their body. We strongly advise parents and carers to teach their children the **scientific names** of their body parts, including the genitals, even if they are not the names you would usually use at home. This is to ensure that children are able to tell a trusted adult if they are experiencing any pain or if something happens to them.
- Children should be taught about personal and public spaces and situations. For example, it might be okay for a child to be naked in the house when a grandparent visits but not when a plumber is working there.
- Consent – for this age, children might want to think about how they play with other children in the playground or at home. This can include what types of touch are appropriate and inappropriate, e.g., a high five is appropriate physical contact whereas punching someone is not.

Year 1 and Year 2 (Key Stage 1)

- Children should be able to name and identify different parts of the body for both boys and girls.
- They should understand what job different body parts have.
- Children should also continue to learn about their own body and privacy. This will need to include the idea that some parts of our bodies are private and that we do not show them to other people. When teaching your child this, it is important to include that there may be times where we need to show people our private body parts, such as going to see a doctor.
- Children may also want to begin gaining some of their own independence by washing and drying themselves when they get out of the bath, etc.

Year 3 and Year 4 (Lower Key Stage 2)

- Girls as young as 8 years old can begin menstruating so this age is a really important time to begin that conversation at home. In these years, it is a good idea to talk to girls about beginning menstruation, what it is and how they can manage having their periods. They will often need to know how to use different period/menstrual products (period/menstrual pads being the easiest to begin with).
- At this age, it is also a good idea to talk about this with young boys. You may also want to begin talking about some of the changes boys might begin to experience through puberty. Please use our resource list for support.

Year 5 and Year 6 (Upper Key Stage 2)

- At this age, children are taught about menstruation, puberty and human reproduction at primary school. This is a vital time for children to gain the information they need to understand puberty as they begin to notice changes in their own body.

Glossary

It is advised that correct terms for body parts, as well as nicknames, are used with children, this is to avoid shame or fear around these words and to also present the knowledge as factual information – just like learning about the digestive or circulatory system in our bodies.

Male body

Penis	Part of a male body that contains the urethra. Urine and semen with sperm (in males who have passed puberty) pass through it to leave the body.
Scrotum	A pouch of skin that holds the testicles.
Testicles	Two small round organs that produce sperm, which is needed to make a baby.
Urethra	Carries urine from the bladder to the outside of the body.

Female body

Ovaries	The organs inside the body which stores the eggs (ova).
Urethra	The passageway that carries urine from the bladder to the outside of the body.
Uterus	The organ inside the body where a baby grows after it has been conceived.
Vagina	The passageway between the uterus and outside of the body.
Vulva	The part of a female's genitals that are visible on the outside of the body, containing the openings of the vagina, the urethra and also the clitoris.

Other words and terms

Ejaculation	The process where sperm and semen leave a male's body through the penis.
Period	A part of the menstrual cycle when a woman bleeds from her vagina for a few days.
Period/menstrual products	These include period/menstrual pads, tampons and menstrual cups. There are a range of period/menstrual products that girls and women may choose to use when they are menstruating. Families may have different expectations around how menstruation is managed and will talk to their child about what is appropriate for them.
Puberty	The process of a child's body developing into an adult.
Wet dream (nocturnal emissions)	A spontaneous emission of semen for a male whilst asleep. Parents and carers should ensure that sons are prepared for this event and know that there is no shame attached to it taking place. Speak to them about what to do with nightwear and bedding after such an event.