

Keeping our children safe:

**RSHE – Relationship and Sex
Education**

HILTINGBURY JUNIOR SCHOOL

PARENTS' INFORMATION EVENING

JUNE 2026



Agenda:

RSHE Guidance

Why teach Relationship and Sex Education?

What will we teach?

Materials

How will we teach it?

Questions

| Statutory Citizenship for KS1 & KS2

-  **A New Core Entitlement:** Mandatory Citizenship from Key Stage 1 to ensure consistent progress across the country.
-  **Reduced Duplication:** Removing content that overlaps with the new RSHE programs.
-  **Sequenced Transition:** Building a clear foundation in primary for secondary study.

| Key Content Priorities (KS1 & KS2)



Financial Literacy

Understanding risks, core financial concepts, responsible spending, and managing money digitally from a young age.



Democracy

Readying pupils for the lowered voting age (16) and exploring fundamental British values and law.



Rights & Laws

Understanding why rules exist, how they are made, and the concepts of fairness, equity, and responsibility.

PSHE, RSHE, and Citizenship

-  **Clearing the Confusion:** The review calls for clearer distinctions between PSHE (Personal/Economic), RSHE (Relationships/Health), and Citizenship (Civic/Political).
-  **RHSE Update:** Relationships and Health Education content is now fixed and scheduled for full teaching from September 2026.
-  **Careers Education:** While outside this specific review's primary focus, schools must still secure independent guidance for Y7 onwards.
-  **Safeguarding Digitally:** Online safety will be reinforced across RSHE and the new Computing curriculum.

Relationships: Primary Content

Families & Care

Characteristics of stable family life. Respecting family differences (including same-sex parents) and recognising safety.

Caring Friendships

Building kindness, managing conflict, and understanding that loneliness is normal and not something to fear.

Respectful Relationships

Self-respect, boundaries, and challenging stereotypes. Clear focus on the conventions of courtesy and manners.

"Being Safe" & Safeguarding

Crucial Safeguarding Content

Guidance emphasises equipping even young children with the vocabulary to report concerns.



Body Ownership: Body privacy and the right to say no to contact.

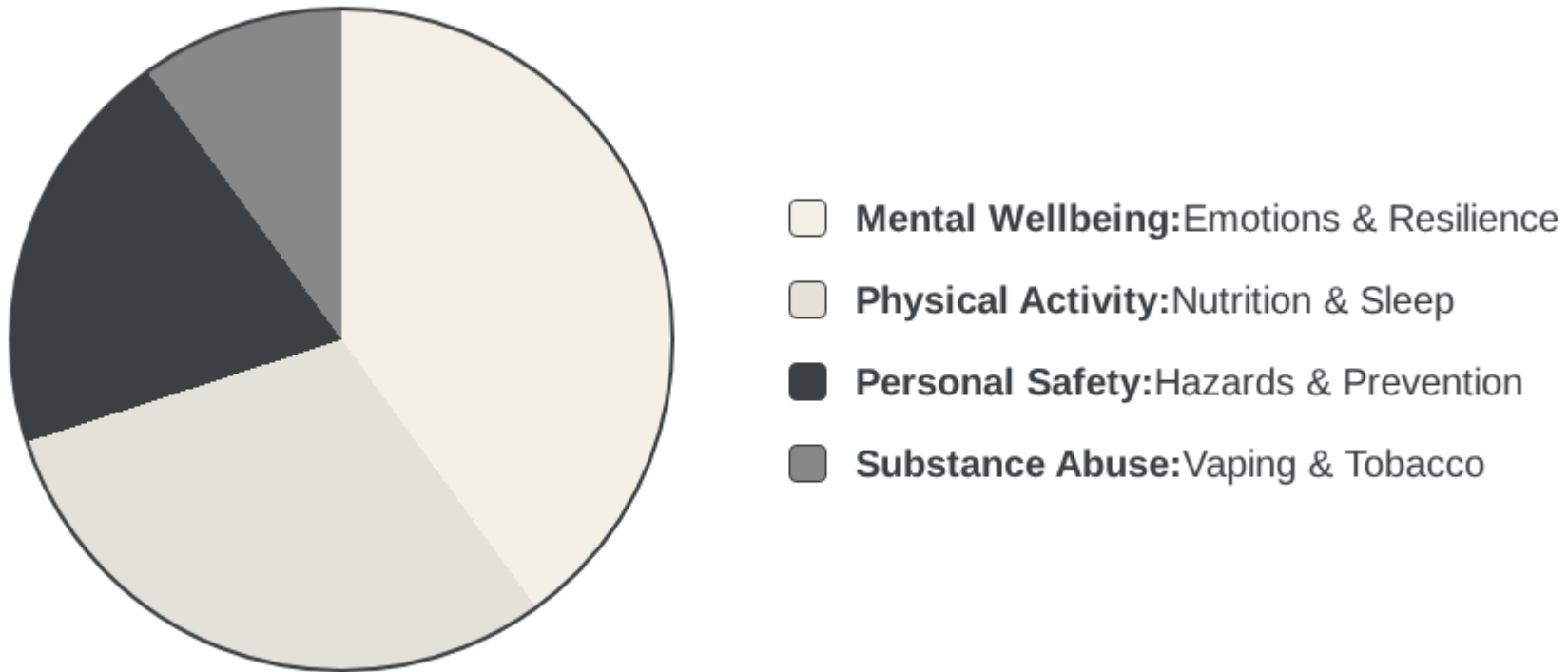


Correct Names: Primary health should include correct terms: penis, vulva, vagina, testicles, etc.



Secrets: Recognising that it is not always right to keep secrets if they relate to safety.

Health & Wellbeing Components



Primary education must highlight the clear link between physical health (activity/diet) and mental wellbeing (emotions/happiness).

Physical Health: Specific Focus

-  **Substance Risks:** Explicit content on vaping and nicotine pouches. Facts on alcohol and illegal substances.
-  **Puberty & Periods:** Periods can start as early as age 8. Schools must teach this before onset to avoid distress.
-  **Prevention:** Sun safety, dental hygiene, and the science of vaccinations (aligned with when they are offered).
-  **Sleep Hygiene:** Impact of screens in the bedroom and the necessity of good quality sleep for learning.

Wellbeing Online

Digital Survival Skills

The internet is an integral part of life. Pupils must be supported to understand:

 **Connection:** Why online links are not a substitute for in-person quality relationships.

 **Criticality:** Evaluating search results and understanding how content is targeted.

 **Privacy:** The right to share data vs. protecting personal identity.

Managing Difficult Questions

"Children whose questions go unanswered might instead turn to inappropriate sources of information, including online."

— Statutory Guidance (Para 87)

Distancing Techniques: Use "question boxes" to allow pupils to raise sensitive issues anonymously and safely.

Statutory Guidance

Relationships, Sex and Health Education:

Relationships Education is statutory.

Families / people who care for me

Caring friendships

Respectful relationships

Online relationships

Being Safe

Statutory Guidance

Relationships, Sex and Health Education:

Health Education is statutory.

Mental wellbeing

Internet safety and harms

Physical health and fitness

Healthy eating

Drugs, alcohol and tobacco

Health and prevention

Basic First Aid

Changing Adolescent Body

Statutory Guidance

Relationships, Sex and Health Education:

Sex Education is not statutory but...

Health Education

Changing adolescent body	Pupils should know: • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.
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Parents have a right to withdraw children from anything outside these aspects – but this is not much more than what we cover.

Science

Living things and their habitats
Statutory requirements
Pupils should be taught to: ▪ describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird ▪ describe the life process of reproduction in some plants and animals.
Animals, including humans
Pupils should be taught to: • describe the changes as humans develop to old age
Notes and guidance (non-statutory)
Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. 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.

Why teach RSHE?

To promote the physical, social, moral, spiritual and cultural development of our pupils.

To help pupils to respect themselves and others.

To help them move with confidence from childhood through adolescence into adulthood.

To prepare pupils for the opportunities, responsibilities and experiences of adult life.



Beginning conversations around CONSENT



Our New Curriculum

In second teaching cycle

In first teaching cycle

In planning stages -will be taught new in 2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Are we a part of something bigger than ourselves? Identity, Community, Belonging, Citizenship	Why is being curious important? Curiosity, Understanding, Change	Should we take more care of what we have? Conservation, Care, Hope		How powerful is our imagination? Imagination, Creativity, Innovation	Should we stand up and speak out?
PSHE	Emp Ap Me My Friends and belonging (RSHE)	MH & W adapt	Healthy Habits Thrive		<u>Stand alone</u> – Keeping safe out and about	Looking out for each other
Year 4	Is there enough for everyone? Sustainability, Resourcefulness, Inequality, <u>Enough</u> , Help	How are our lives shaped? Beliefs, Values, Morality, Influence	Are there two sides to every story? Perspective, Empathy, Conflict		What is more important – the destination or the journey? Awe & Wonder, Adventure, Journey, Change	How can we succeed against the odds? Success, Bravery, Survival, Optimism
PSHE	MH & W	Families and growing together	Forming respectful relationships Money Matters		Me and My Body (RSHE)	Manage Risks
Year 5	Do our choices really matter? Sustainability, Choice, Empowerment, Consequence, Action	What does it mean to make the world fair? Equality, Fairness, Courage, Justice, Power	Is there always something more to discover? Discovery, Enquiry, Curiosity, Resilience		Are the best things in life free? Appreciation, Value, Wellbeing, Beauty	Is there a leader inside all of us?
PSHE	Positively engage with our world	Friendships, stereo and bull	Healthy Habits		MH & W	RSHE Citizenship
Year 6	Does Adversity make you stronger? Adversity, Resilience, Equality, Peace, Strength		Is change a good thing? Change, Adaptability, Responsibility		How will we be remembered? Legacy, Influence, Choice, Identity	
PSHE	MH & W Drugs		Money AI literacy		Looking for the future RSHE	

How will we teach RSHE and Drugs Ed?

In classes/mixed gender

At an age-appropriate level

Anonymous question box in classes

Clear ground rules established

Use of correct terminology

Promote respect and tolerance for all and the importance of respectful, loving relationships (RSHE)

Encouraged not to discuss sensitive details with younger siblings / on the playground

Variety of approaches e.g. discussion, pictures, photographs, video

What will we teach?

Both the RSHE and Drugs Education programmes at this school reflect the school ethos and demonstrate and encourage all our community values:

Honesty, Kindness, Equality, Resilience

and particularly

Respect

for self

for others (family, friends, wider community)

for their own actions



Year 3 Programme of study:

YEAR 3: VALUING DIFFERENCE AND KEEPING SAFE

Key Learning Objectives:

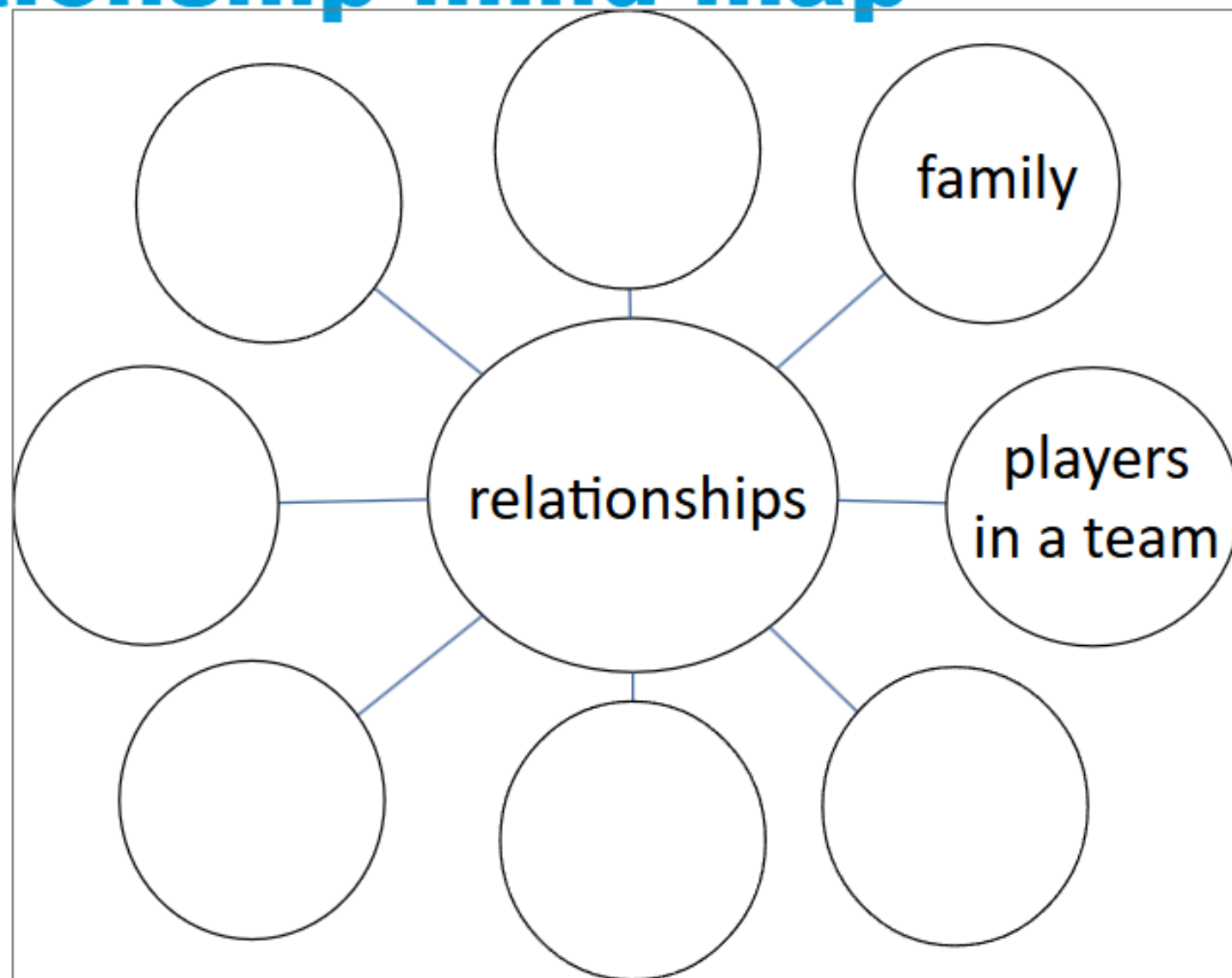
Differences: Male and Female

Personal Space

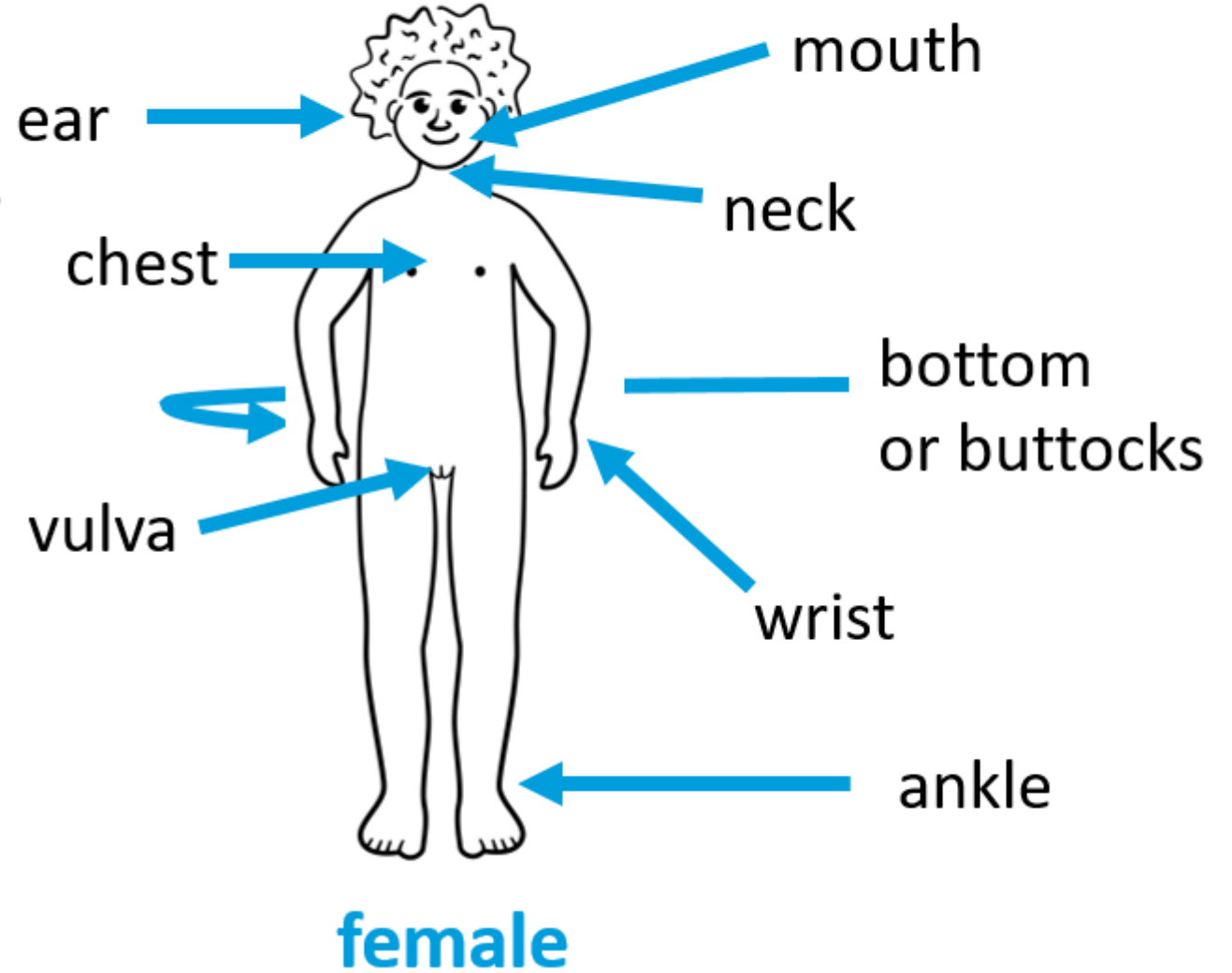
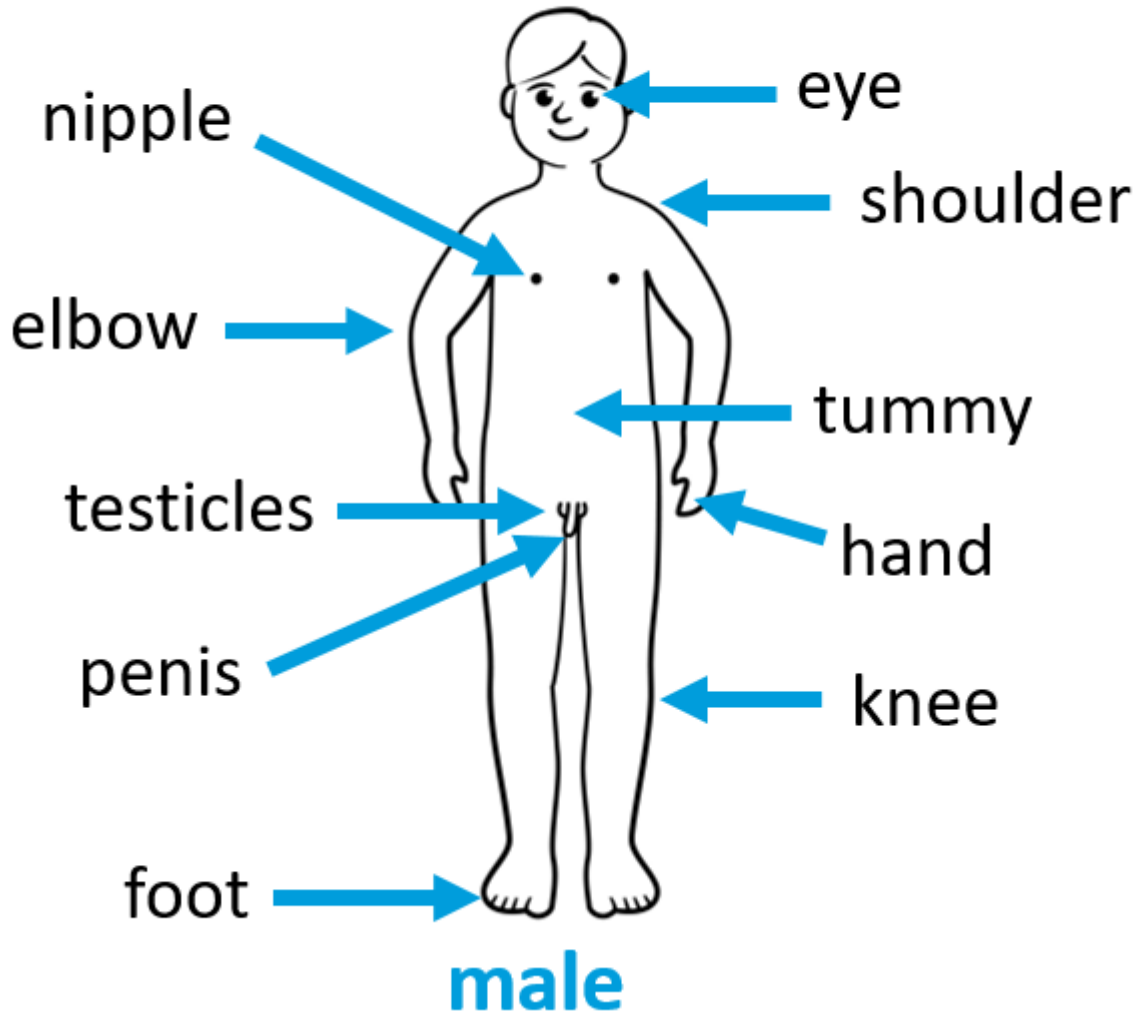
Family Differences

Year 3	<i>1. What makes a good friend?</i> We are learning about friendship, including why it is important and what makes a good friend <i>2. Falling out with friends</i> We are learning how to maintain good friendships and about solving disagreements and conflicts with peers	R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R13. the importance of seeking support if feeling lonely or excluded R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary
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Relationship mind map



Labelling body outlines - answers



Year 4 and 5 Programme of study:

YEAR 4: GROWING UP

Key Learning Objectives:

Growing and Changing

What is Puberty?

Puberty Changes

YEAR 5: PUBERTY

Key Learning Objectives:

Talking about Puberty

Male and Female Changes

Puberty and Hygiene

Year 4 and 5

1. Puberty: time to change

We are learning about the physical changes that happen during puberty

2. Puberty: menstruation and wet dreams

We are learning about the biological changes that happen during puberty

3. Puberty: personal hygiene

We are learning about the importance of personal hygiene during puberty

4. Puberty: emotions and feelings

We are learning about emotional changes during puberty

H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health

H17. to recognise that feelings can change over time and range in intensity

H18. about everyday things that affect feelings and the importance of expressing feelings

H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;

H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations

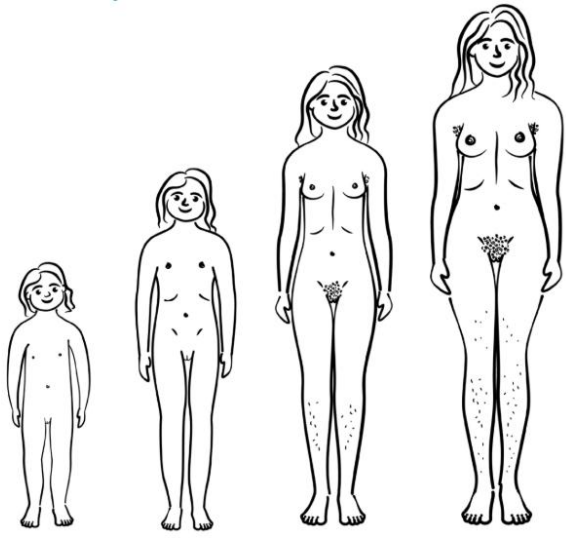
H26. that for some people gender identity does not correspond with their biological sex

H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction

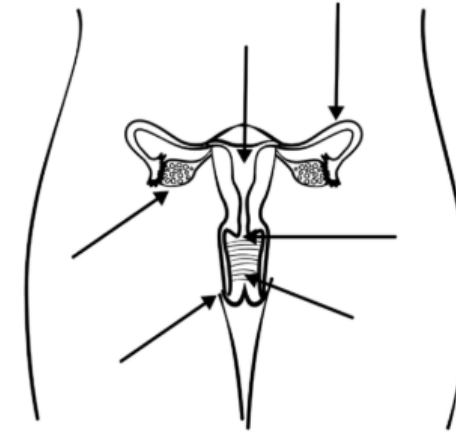
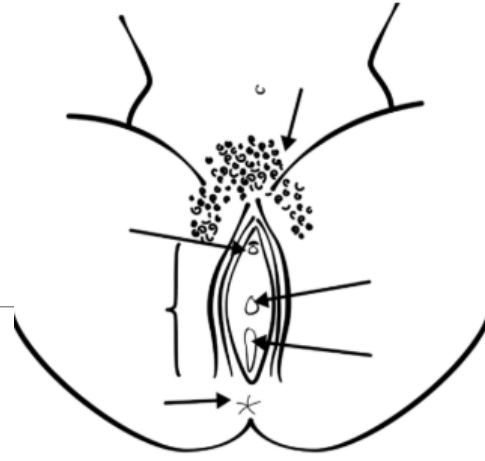
H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)

H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene

H34. about where to get more information, help and advice about growing and changing, especially about puberty



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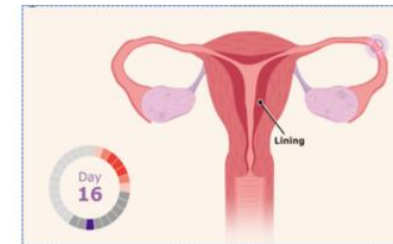
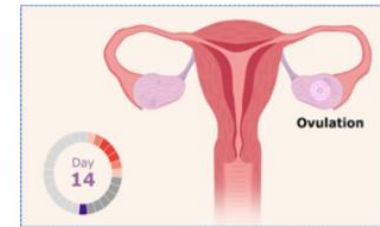
External female body parts, including genitalia

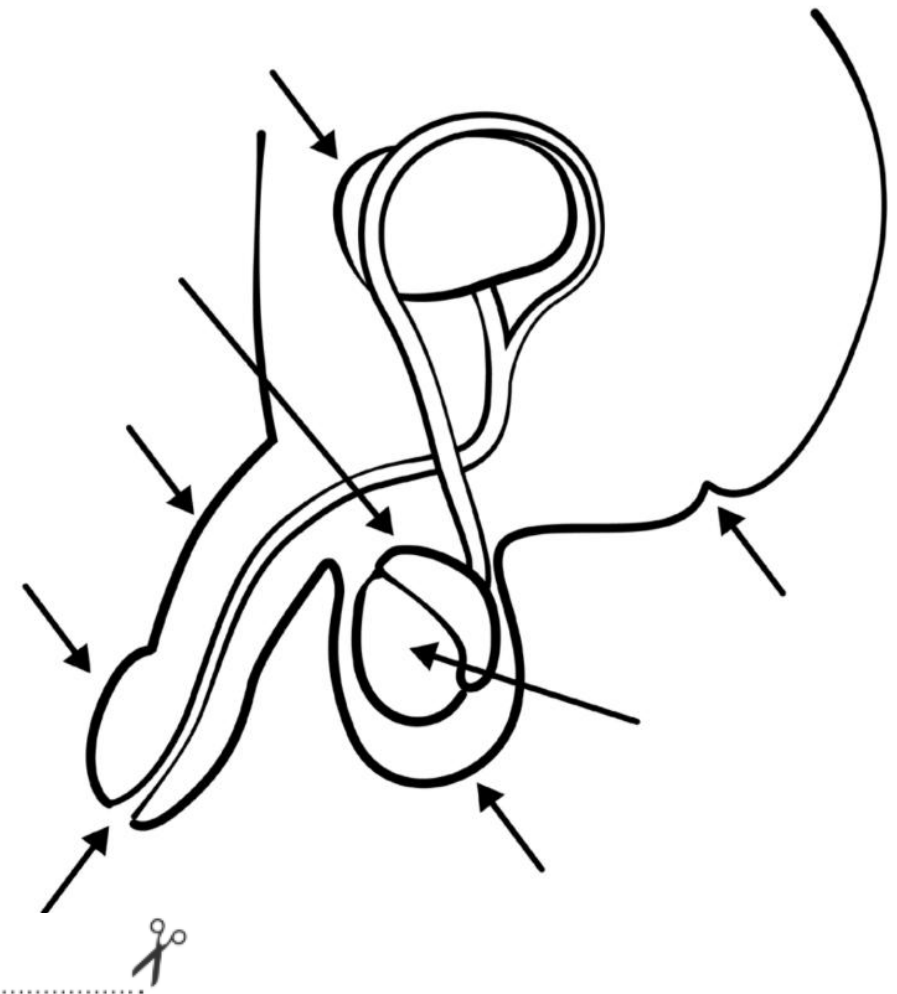
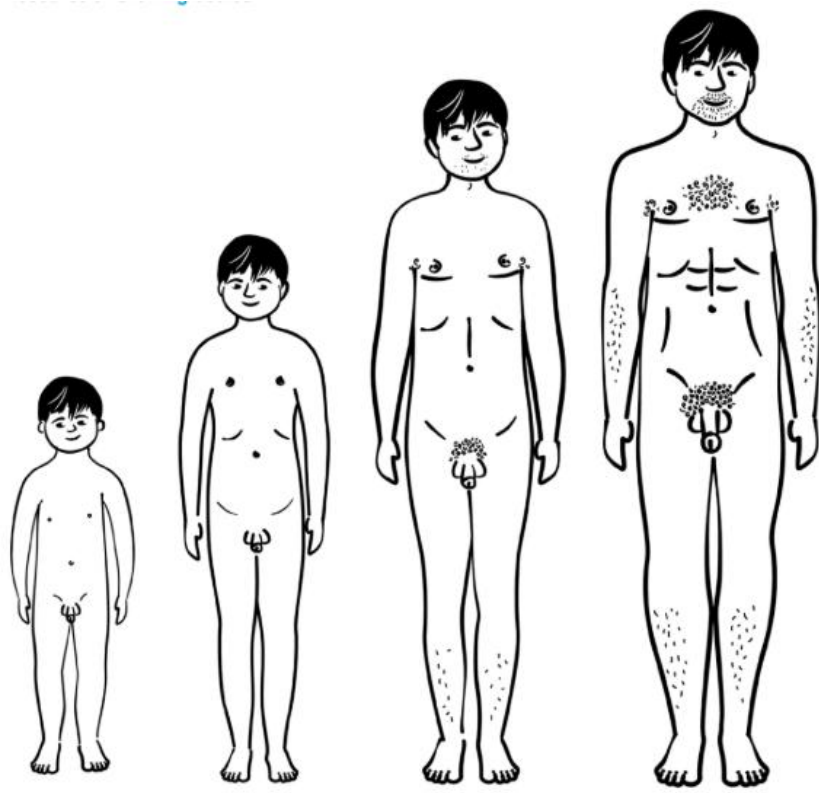
vulva	clitoris	opening of the vagina
anus	opening of the urethra	pubic hair



Internal female reproductive organs

uterus	cervix	ovary
fallopian tubes	vagina	





Male genitalia and internal reproductive organ labels

bladder	penis
urethra	foreskin
scrotum	anus
epididymis	testicle



Friends Taz and Rani are talking before school. Taz is telling Rani how he has been feeling lately, "I've been feeling up and down". Rani says, "It's because of the hormones released during puberty, your body is trying to adjust to them, I think!".



Taz is working on some maths in school. He usually finds the work OK, but today can't seem to figure it out and it's making him frustrated!



At break time Taz is having fun playing basketball and scores lots of points. The other team manages to win, and suddenly Taz feels really upset. His friends tell him it doesn't matter, but Taz finds it hard to accept.



Back in class, the teacher helps Taz with a strategy for his maths work. This helps him to overcome a tricky problem and he feels really proud of himself!



Taz and Rani walk home from school together. "I had such a rollercoaster day!" says Taz. Rani agrees and tells Taz she has been having some new feelings too; she has a crush on someone in her class, "I feel giggly and excited when they're around", she says.



At home, Taz feeds the cat and starts homework, he manages the maths on his own!

Taz tries out his new hair product and starts to sing his favourite song. Taz thinks his voice is sounding different, a bit deeper than before. He feels positive about some of the changes but also uncertain - there have been lots of changes recently.



Taz tells his dad about school, and his feelings - sometimes he feels happy, confident, and proud and other times he has been feeling upset and confused. Taz's dad reassures him, "It's normal to have a mix of feelings, especially during puberty; things can feel more intense, and it can be hard to manage sometimes. When I was your age, I used to keep a diary to write down all my feelings".

Year 6 Programme of study:

YEAR 6: PUBERTY, RELATIONSHIPS AND REPRODUCTION

Key Learning Objectives:

Puberty and Reproduction

Understanding Relationships

Conception and Pregnancy

Communicating in Relationships

Year 6

1. Puberty: recap and review

We are learning about the changes that happen during puberty (recap from year 4-5)

2. Puberty: change and becoming independent

We are learning about managing change and becoming more independent

3. Positive and healthy relationships

We are learning about positive, healthy relationships

4. How babies are made

We are learning about how a baby is made

H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹

H35. about the new opportunities and responsibilities that increasing independence may bring

H36. strategies to manage transitions between classes and key stages

R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)

R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different

R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart

R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online

R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

Learning objective	We are learning: ☒ about how a baby is made
Learning outcomes	☒ I can describe some of the features of loving relationships ☒ I can explain what is meant by consent in a relationship ☒ I can describe how a baby is made ☒ I can explain what pregnancy means, how long it lasts, and where it occurs
Resources required	☒ Box or envelope for anonymous questions ☒ Resource 1: Concept conversation sheet ☒ Resource 2: How a baby is made sequencing cards ☒ Resource 3: Pregnancy statements <i>NB: Refer to the Teacher Support section at the end of this lesson plan, to develop subject knowledge for this lesson and for suggested explanations to support discussion.</i>

Activity	Description	Time
Introduction	Introduce learning objective and outcomes and revisit ground rules.	2
Baseline assessment	To demonstrate their understanding of the topic, pupils respond to a scenario about how babies are made.	10
Loving relationships	Pupils identify some of the features of a loving relationship.	5
Sex and consent discussion	Pupils consider sex as part of an adult relationship, including the importance of consent.	10
How a baby is made	Pupils explore how a baby is made by sequencing descriptive cards.	15
Pregnancy statements	Pupils match questions and answers about having a baby and pregnancy.	10
Reflection, endpoint assessment and signposting support	An opportunity to discuss pupil questions. Then, pupils add to their baseline assessment to demonstrate their new learning about how a baby is made. Pupils are reminded about who they can talk to if they have any questions or worries about relationships, sex or making a baby.	8



An adult couple might kiss and cuddle, get very close, and touch each other in romantic and sexual ways. It's important that they only do this if they both feel happy and comfortable.

Sometimes, a man and woman will decide they want to have sexual intercourse. The man's penis grows hard, and the woman's vagina may get slippery.



The man's penis slides into the woman's vagina.

The penis squirts a sticky liquid called semen into the woman's vagina.

Concept conversation: how babies are made

A group of children about your age were having a conversation about how babies are made. This is what they said...

Pupil A: I thought that babies were delivered to their parents by a special bird – like the one you see printed on 'Congratulations on your new baby' cards.

Pupil B: I was told that babies were collected from the chip shop.

Pupil C: Babies start as a tiny seed and when it is time they grow into a baby inside their mum's tummy.

What do you think about what the children have said? How do you think babies are made?

Millions of tiny sperm in the liquid quickly swim up inside the woman to the fallopian tubes.

If there is an egg (ovum) in one of the fallopian tubes, one of the sperm might meet it, stick onto it, and enter the egg. This means the egg is fertilised.

The fertilised egg travels down one of the tubes to the uterus / womb. It divides to form a cluster of cells and settles in the uterus / womb lining

The cluster of cells gradually grows inside the mother's uterus/womb or womb and is called a foetus. It takes nine months until the baby is ready to be born

