



RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION YEAR 2

Parent introduction to the RSHE curriculum

Introduction

- As you may be aware, there has been further guidance shared by the Department for Education (DfE), on which topics need to be taught through the RSHE curriculum in schools, which meant we needed to make some changes to our RSHE policy.
- After making these changes, last term, our new RSHE policy was sent out to all parents and carers for a consultation. We then reviewed the feedback given, replied to the responses and closed the consultation.
- The intention of this meeting is to give you an **overview of the updates** made, to share our RSHE **lesson planning, resources** and explain **how** RSHE will be taught to your child in this year group, whilst making references to our new policy that has been approved by our Governors.
- We will look at **why** the RSHE curriculum is statutory. The class teachers will then go through the lesson planning and finish with addressing any misconceptions and allow you to ask any questions.
- We are aware that some of the RSHE lessons and resources being used may raise personal views and opinions, and although we respect all viewpoints, we would like to remind you of our **Parent Code of Conduct**.

Parent Code of Conduct

WHITEHALL PRIMARY SCHOOL

Parents' Code of Conduct

The purpose of this guidance is to provide a reminder to all parents, carers and visitors to our school about their expected conduct. This is so we can continue to flourish, progress and achieve in an atmosphere of mutual understanding and respect.

We expect parents, carers and visitors to:

- Respect the ethos, culture and values of our school
- Understand that both teachers and parents need to work together for the benefit of their children
- Correct own child's behaviour especially in public where it could otherwise lead to conflict, aggressive behaviour or unsafe behaviour
- Approach the school to help resolve any issues of concern

In order to support a peaceful and safe school environment the school cannot tolerate parents, carers and visitors exhibiting the following:

- Disruptive behaviour which interferes or threatens to interfere with the operation of any area of the school grounds including car park
- Using loud/or offensive language, swearing, cursing, using profane language or displaying temper
- Threatening to do actual bodily harm to a member of school staff, Governor, visitor, fellow parent/carer or pupil
- Damaging or destroying school property
- The use of physical aggression towards another adult or child
- Approaching someone else's child in order to discuss or chastise them because of the actions of this child towards their own child
- Smoking and consumption of alcohol or other drugs whilst on school property
- Dogs being brought on to school premises.

Should **any** of the above behaviour occur on school premises the school may feel it is necessary to contact the appropriate authorities and if necessary, even ban the offending adult from entering the school grounds. We trust that parents and carers will assist our school with the implementation of this code of conduct and we thank you for your continuing support of the school.

****Further information is available in our schools Conduct Guidance for Parents and Carers****

The Rationale

- The DfE have developed the RSHE curriculum in line with the Equalities Act 2010 and the Children and Social Work Act 2017.
- Through our PSHE curriculum, all schools are expected to deliver the Relationships and Sex Education and Health Education (RSHE) Curriculum.
- It is **statutory**, which means we are duty-bound to teach the curriculum and so, by law, **all children must participate** in lessons.

The law states that schools have a duty to...

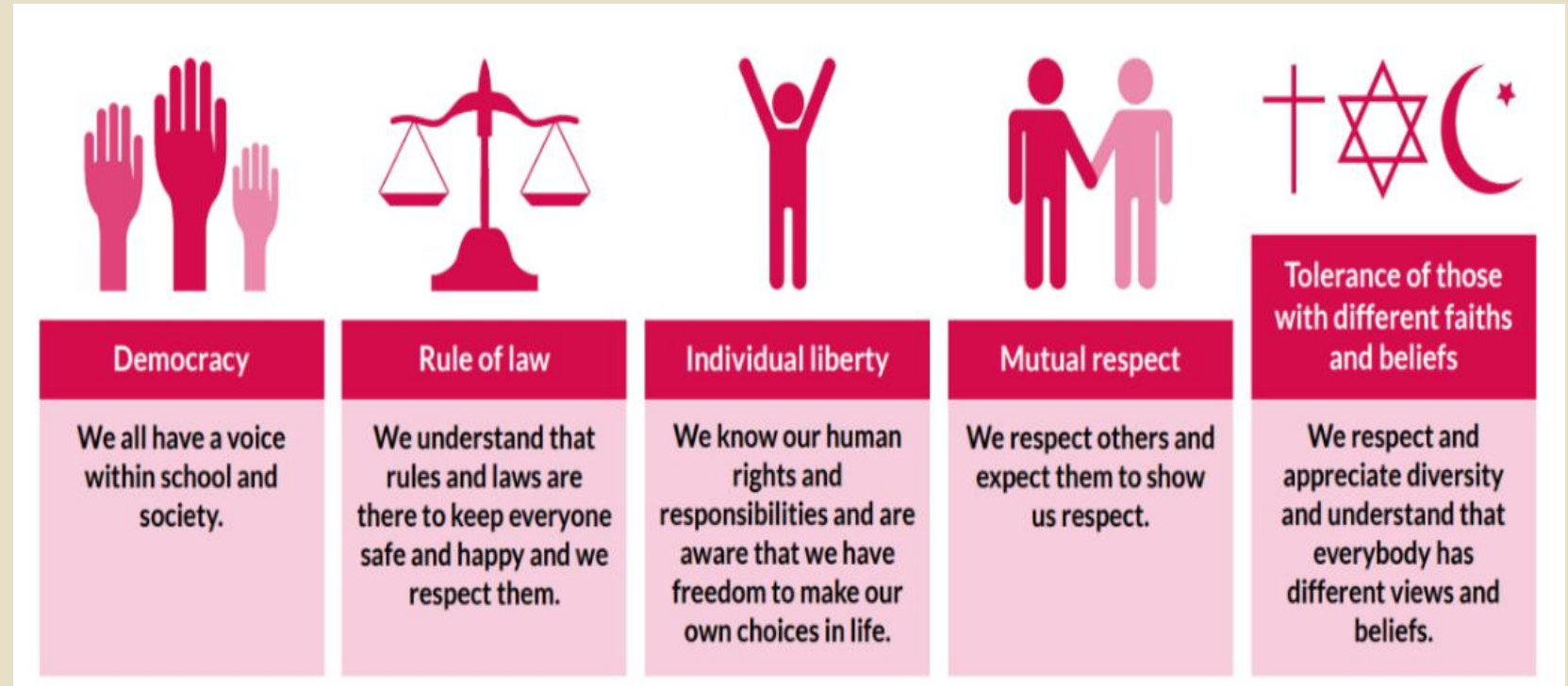
“...due regard to the need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristics and those who do not.” Equality Act 2010.

Keeping Children Safe in Education 2022 states that,

“Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment... These will be underpinned by the school/college’s behaviour policy and pastoral support system, as well as by a planned programme of evidence-based delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.”

Modern Britain is made of many communities, faiths and groups of people. The Equality and Human Rights Act states that **it is against the law to discriminate against anyone based on these protected characteristics:**

- age;
- disability;
- race;
- gender;
- gender reassignment;
- maternity and pregnancy;
- religion or belief;
- sexual identity;
- marriage and Civil Partnership.



Children are taught that these characteristics are protected which means we must treat everyone **equally** and with **respect**. This is called **tolerance**.

- The Primary RSHE curriculum is a building block to further teaching about RSHE in secondary school, which again will be statutory.
- The teaching of RSHE allows children to learn about diversity and the differences that exist in the wider world, so they can become **educated, respectful citizens** of society once they leave school.
- Due to our rapidly changing world, RSHE teaching is central in ensuring **effective safeguarding** for all pupils. We want children to be able to identify and speak up against any form of abuse, harm or threat both online and in person, whilst also preparing them to take care of their **mental health and wellbeing**.

- The focus in primary school is on building positive relationships, including friendships, family relationships and relationships with **their peers and adults**.
- If children are able to maintain **positive relationships** with family and friends, it will set foundations and prepare them for future relationships **when they are ready**. There is **no focus on romantic or intimate relationships anywhere in the primary Relationships curriculum**.
- RSHE teaches about **personal space and boundaries**, showing respect, recognising and understanding the differences between appropriate and inappropriate/unsafe contact - physical or otherwise. These are the forerunners of teaching about **consent**, which is then expanded on in secondary school.

RSHE Curriculum Updates

- The updated RSHE guidance from the DfE in July 2025 reflects pupils' everyday experiences and introduces some new content, while keeping much of the existing curriculum the same.
- Stronger focus on online safety, including scams, gaming, age restrictions, privacy and personal data.
- Clear guidance on teaching correct names for body parts to support safety and wellbeing (no changes made as this was already in place).
- New emphasis on personal safety, including fire, water, road and travel safety.
- Learning about change, loss and bereavement and recognising different feelings and responses.
- Greater focus on skills such as communication, setting boundaries, managing emotions and staying safe online.

RSHE Lessons

- Relationships education creates an opportunity to teach pupils about positive emotional and mental wellbeing, including how friendships can support good mental health.
- Class teachers have received in depth training on how to deliver the updated RSHE curriculum during 1:1 meetings, where they were trained on the current planning, how to use the resources and made aware of any content that should not be taught.
- Teachers are expected to teach pupils about the features of a healthy relationship, which is more likely to lead them to happiness and security; including feeling safe online.
- RSHE lessons are delivered in a safe and objective environment with a trusted adult (the class teacher) who will know the requirements for their year group.

An inclusive classroom is the teacher's top priority. They will:

- Consider the diverse range of pupils in the class (including SEND and EAL), particularly when teaching complex and sensitive subjects.
- When planning, Teachers will consider that there will be many different personal experiences and stages of cognitive development within the classroom and that some pupils may have already been exposed to, or are at risk of being exposed to, some of the content being taught.
- A sensitive teaching style is key to ensuring that pupils feel safe and supported in lessons and are therefore able to engage with the key messages.
- Extra support for pupils with SEND will be provided as their individual Learning Plans state.

At the end of primary school, children should know about the following:

Families and people who care for them	- including characteristics of a healthy family life, commitment, marriage, different types of relationships and families, and relationships that make them feel unsafe
Caring friendships	- including characteristics of friendships, how to repair friendships, managing conflict, and who to trust
Respectful relationships	- the importance of respecting the similarities and differences of others, courtesy and manners, self-respect, bullying and cyber-bullying, stereotypes and how they can be negative and destructive
Online relationships	- applying the same principles to relationships online and offline, people pretending to be someone they are not, keeping safe online and data sharing
Being safe	- appropriate boundaries, privacy, how to recognise and report feeling unsafe or uncomfortable

Year Group Resources – Year 2

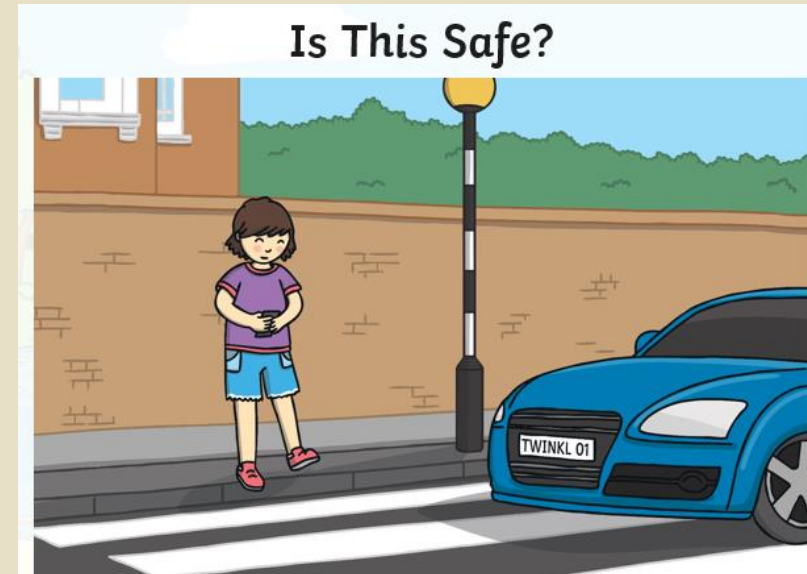
Lesson 1 Staying safe in the local environment and unfamiliar places

To explain why it is important to keep safe in the local environment

To explain why it is important to keep safe in unfamiliar places (water and road)

How to call the emergency services

Basic first aid



Lesson 2 Medicines and the safety of them

What is medicine?

Keeping safe when using medicine.

What can a person do to feel better without the use of
medicine?

Story – Harold's Picnic

Lesson 3 Staying safe online

Different strategies for staying safe online.

To know how to report concerns and who they can report things to.



Lesson 4 Labelling body parts.

Label the main parts of the body on an outlined image of a boy and girl.

Vocab: stomach, ear, head, foot, arm, toe, leg, hand, mouth, finger, knee and eye.

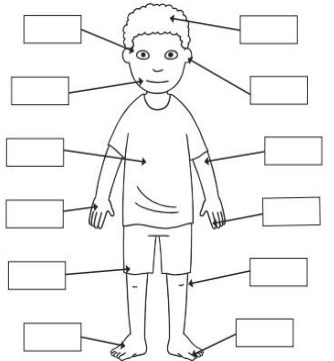
Identify where their private parts are on the human body- but not given the names of these. These parts of our body are private and no one has a right to touch them or look at them, they belong to you.

Recap talk PANTS- privates stay private: understanding and respecting privacy.

Understand that boys and girls mostly have the same body parts but private parts can look different- but will not be taught what the specific similarities and differences are.

My Body
Learning Objective: I can name the parts of my body.

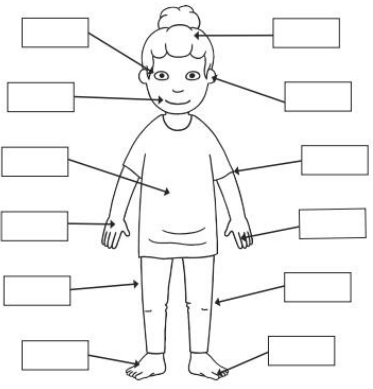
☐ Developing
☐ Consolidating
☐ Achieved



stomach leg head mouth arm knee
ear hand foot finger toe eye

My Body
Learning Objective: I can name the parts of my body.

☐ Developing
☐ Consolidating
☐ Achieved



stomach leg head mouth arm knee
ear hand foot finger toe eye

Lesson 5- Concept of privacy

Talk based activity: discuss scenarios as a class about privacy and what should be kept private in our lives:

1.Privates, or private parts: a person's private parts; these are parts of your body that belong to you and only you can say whether someone can touch them or not. Not taught the names of any private body parts in Year 2.

2.Private belongings: things that belong to you and that no one else can touch without your permission.

3.Private information: information that is personal to you and that you only want your special people - such as your close family and only your close friends to know about.

Lesson 6- Trusted adults

Know the difference between safe secrets (including surprises) and unsafe secrets.

Understand the difference between a secret and a surprise.

Explain why it is important to tell someone they trust about a secret which makes them feel unsafe or uncomfortable.

Activity based around talking to trusted adults.

Common Fears and Misconceptions

- There are many misconceptions upon hearing the title, “Relationships, Health and Sex Education”.
- The following slides are common misconceptions and fears that have been relayed to us in the past and more recently, which we would like to address.
- The main aim of our RSHE Curriculum is to teach children about how to stay safe, healthy and form respectful relationships with the peers and adults in their life.
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“I don’t want my child to be learning about this. I feel the that teaching RSHE encourages children.”

- All schools are required to follow the statutory guidelines as to what to teach in the RSHE curriculum. **We will be breaking the law if we do not teach it.** Ofsted checks this upon inspection, which they did during their last visit.
- We consider the views of parents and carers where possible but if it is oppositional to the mandatory law, we cannot accept this request.
- All vocabulary taught is scientific, progressive and comes from the Science Curriculum. To promote safeguarding, all children need to be able to recognise, locate and name all parts of their body. This is especially important during a disclosure, where a child may need to articulate what happened accurately, using the scientific vocabulary.
- There is now a huge focus around teaching online safety, cyberbullying, recognising misinformation and the risks of online games. Children are also taught about recognising trusted adults in their life, stranger danger, understanding that people may not be who they seem to be online and knowing when and how to ask for help if they feel unsafe online or in person.

“I’m not allowing my child to take part in these sessions – my religion forbids it.”

- It is a statutory requirement to provide Relationships Education to all pupils in Primary Schools as per section 34 of the ‘Children and Social Work Act 2017’ and there is a safeguarding requirement as per ‘Keeping Children Safe In Education’ (KSCIE).
- Although parents have the option to withdraw their child from Sex Education in Year 6, parents **do not** have this option for Relationships and Health – it is **statutory**.
- We do not teach from a religious perspective and do not discuss what each faith believes. We teach the children about the number of communities that belong in modern Britain.
- In order to be culturally inclusive, children are taught that people may have different opinions and believe different things depending on their own culture or upbringing. If a child asks a culturally sensitive question, teachers will not answer it and will refer it back to parents so they can address the question in a culturally sensitive way at home.

“I want to teach my child when it’s the right time as every child is different. Too much information is not good at such a young age.”

- Children often reach the social and emotional maturity levels towards the end of their primary years at school. All topics are covered in a sensitive and age appropriate way by a trusted adult (class teacher).
- There is no evidence to suggest that teaching RSHE later in life will protect children. By educating children about their body and understanding healthy relationships, we are safeguarding them so they have the knowledge and vocabulary to identify and speak up about appropriate and inappropriate behaviours.
- We are finding more children are starting puberty at a much younger age (with some girls starting their periods in Year 4) and need to know how to look after their health and hygiene.
- Our Curriculum has been updated based on the DfE guidance, to ensure all topics taught are age appropriate. It teaches children about privacy, consent and appropriate/ inappropriate behaviours.

“This shouldn't be taught until Year 7.”

- Schools maintain a statutory obligation to promote pupils' well-being, and to prepare children and young people for the challenges, opportunities and responsibilities of adult life.
- The RSHE curriculum is split into 3 main strands: relationships, sex and health. In the Primary curriculum, the teaching of relationships only focuses on family and peer relationships.
- All lessons on puberty and relationships consist of biological or scientific facts and children **are not taught about relationships that are of a sexual nature**. Sex Education is introduced in Year 6 (as an optional lesson) to give children the foundation understanding of the Sex Education that they will receive at Secondary school.
- Types of intimate relationships, further Sex Education and the importance of consent will be taught in the Secondary curriculum.

“The non-statutory topics for the children in Year 6 are taught prematurely and there is a reason why the topics remain non-statutory.”

- The non-statutory topic is only taught in Year 6 and is an **optional lesson** which you **have a right to withdraw your child from**. We know that by Year 6, it is likely that pupils will have some idea about how babies are made.
- In this lesson, children will be exposed to information that they will be taught in secondary school but in a more controlled environment, with a trusted adult (their class teacher) with whom they should feel comfortable and safe around.
- After working with secondary school teachers and governors, it was noted that children in secondary schools do have questions about Sex Education and struggle to talk about it using the correct, scientific vocabulary. There have also been reports of children (age 10 and below) who have been talking about this topic with their peers in school but sharing wrong information.
- **Prevention vs Cure.** Research conducted by The United Nations Educational, Scientific and Cultural Organisation (UNESCO) found that teaching Sex Education makes it more likely that first time sex will happen much later, when a young person feels ready, is more likely to be safer and consensual and reduces the risk of teenage pregnancies.
- By teaching this topic in Year 6, the children are taught that the decision to have a baby, is something for when they are much older. It also emphasises the importance of consent, enables pupils to reflect on values and responsibilities within healthy adult relationships.

“The Relationships curriculum will make my child gay.”

- Schools are legally bound by the **Equality Act (2010)** to ensure that people from all walks of life are respected and valued by all members of society, so the RSHE curriculum must provide **exposure** to ALL protected groups.
- The aim of the new RSHE curriculum is to promote the British value of respect and tolerance of all people.
- Children **are not** taught explicitly about the different sexual identities. Children are made aware of the different types of relationships that exist in modern Britain and in the wider society in which they live.

“I’ve heard that you will be teaching my child about gender identity.”

- The updated guidelines by the DfE require children in Year 5 onwards to understand the definition of biological sex, gender and gender reassignment. These specific definitions can be found in the Year 5 lessons plans. In order to explain these concepts, children need to understand what is meant by gender however **they will not be taught about the different types of gender identities.**
- **In Year 5**, the children are taught that people have the right to express their gender in their own way (as part of the protected characteristics and the Equality Act 2010) and so should be treated fairly and with respect. They are also taught that it is **against the law to discriminate** people who have had gender reassignment. To see specific definitions, please see the Year 5 planning in our RSHE Policy.
- The school **does not** encourage children to choose a gender identity.

“What else might be discussed during lessons?”

- Whilst teachers will make use of the lesson resources we have shown, **we cannot predict the types of questions that will be asked in class by children.**
- Teachers will make use of the guidance from the DfE to answer any questions **but will not deviate from the planning.** This ensures that the information given is accurate, which is crucial because of the availability of information from incorrect sources, such as the internet.
- In order to be culturally inclusive, children are taught that people may have different opinions and believe different things depending on their own culture or upbringing. **If a child asks a culturally sensitive question, teachers will not answer it and will refer it back to parents** so they can address the question in a culturally sensitive way at home.

“How can I look at the RSHE planning and resources?”

- We believe it is essential to be transparent with you about our curriculum planning at all times. Therefore, **parents and carers have full rights to request access to the RSHE curriculum planning and resources** being used in lessons.
- We highly encourage parents to speak to their child about what they have been learning about in their RSHE lessons. Parents are also welcome to use our lesson resources to consolidate any learning at home (including parents in Year 6 who would like to teach their child about Sex Education at home).
- Copies of planning material and lessons resources are available for you to look at today. **If you have any further questions about the planning and teaching of RSHE, please speak to your child’s class teacher who can support you further.**
- We also advise taking another look at our RSHE policy which contains helpful information about the curriculum.

Questions?