



RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION YEAR 6

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...

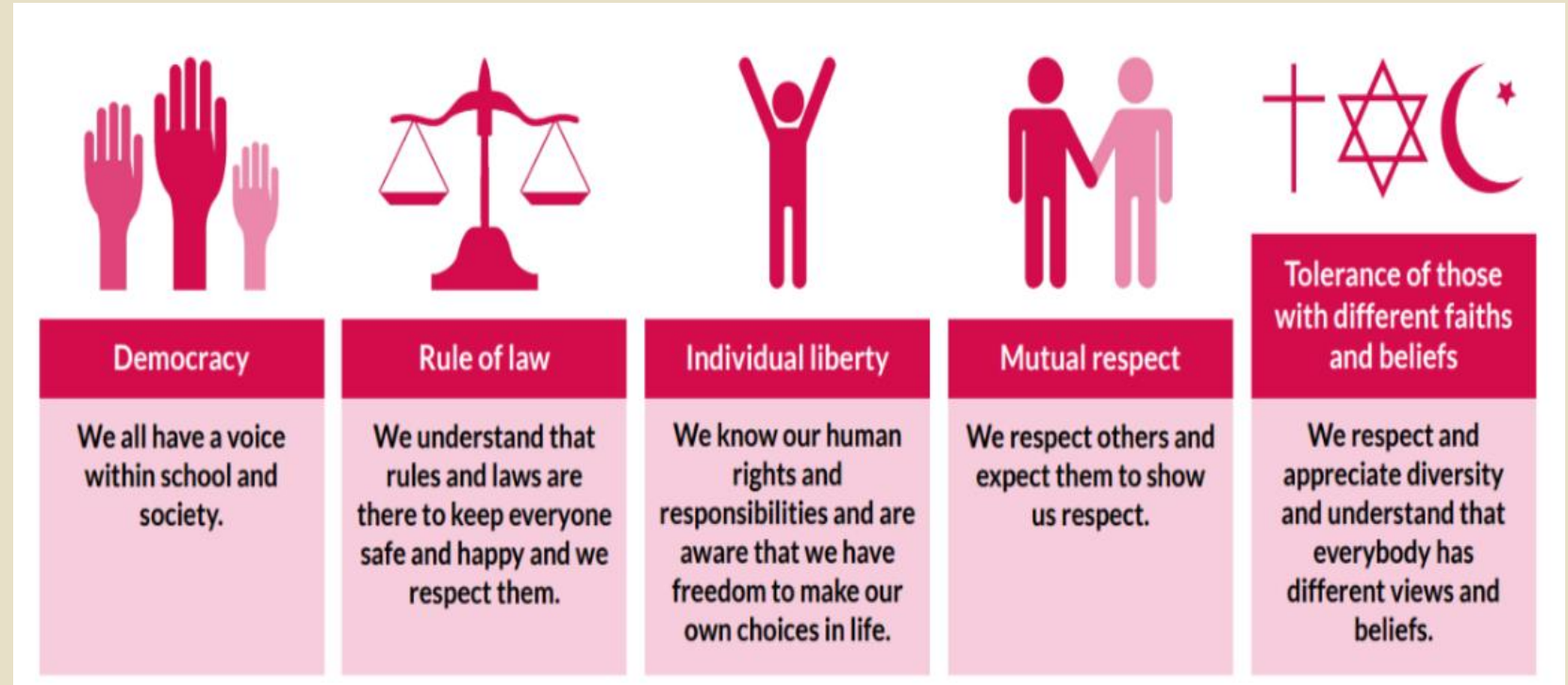
“...due regard to the need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristics and those who do not.” Equality 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 6

Lesson 1 Media

Identify ways the media can create stereotypes and how this can affect how someone can feel about their own body image.

- Define what is meant by the term stereotype.
- Recognise how the media can sometimes reinforce gender stereotypes.



Story sheet

What happened to Cinderella next...

Life Education
SCARF
Safety Caring Achievement Resilience Friendship

READ OUT

The Prince leant forward to put the delicate glass slipper on Cinderella's foot. The TV crew camera zoomed in to capture the results for everyone viewing at home. A hush descended on the household as everyone held their breath to see if it fitted, which it did, perfectly. Cinderella and the Prince got into the Bentley and were driven to the palace as cheers were heard across the nation. Her new life was beginning.

PAUSE AND ASK QUESTIONS

- What sort of jobs would Cinderella be expected to do in her new life?
- What sort of clothes would she be expected to wear?
- What sort of food would she eat?
- How would she look?
- How would the public know what was going on in Cinderella's life?

READ OUT

For a while Cinderella really enjoyed life. It was so new and exciting. She was richer than she ever dreamed she would be. She had everything she wanted. Every day there were stories and photos of her in the newspapers and magazines. People were always uploading videos of her they had taken on their phones. Things that she said went viral. She was EVERYWHERE!

PAUSE AND ASK QUESTIONS

- How do you think she is feeling about her new life?
- How would she feel about being everywhere?
- How might you feel if it was you?

READ OUT

Year Group Resources – Year 6

Lesson 2 Online Safety

To explain how to stay safe when sharing images and information online.



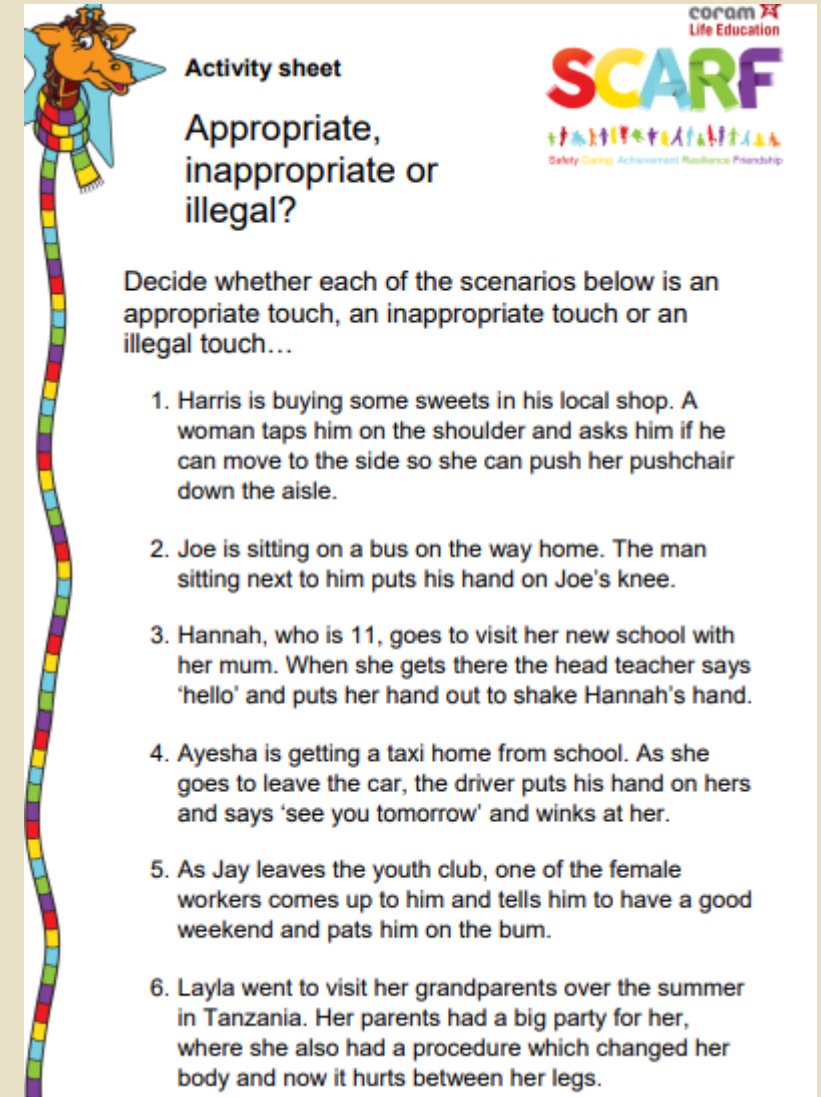
Year Group Resources – Year 6

Lesson 3 Acting appropriately

Boys and girls are taught separately

Recognise that some types of physical contact can produce strong negative feelings.

Understand that some inappropriate touch is also illegal.



Activity sheet

Appropriate, inappropriate or illegal?

Decide whether each of the scenarios below is an appropriate touch, an inappropriate touch or an illegal touch...

1. Harris is buying some sweets in his local shop. A woman taps him on the shoulder and asks him if he can move to the side so she can push her pushchair down the aisle.
2. Joe is sitting on a bus on the way home. The man sitting next to him puts his hand on Joe's knee.
3. Hannah, who is 11, goes to visit her new school with her mum. When she gets there the head teacher says 'hello' and puts her hand out to shake Hannah's hand.
4. Ayesha is getting a taxi home from school. As she goes to leave the car, the driver puts his hand on hers and says 'see you tomorrow' and winks at her.
5. As Jay leaves the youth club, one of the female workers comes up to him and tells him to have a good weekend and pats him on the bum.
6. Layla went to visit her grandparents over the summer in Tanzania. Her parents had a big party for her, where she also had a procedure which changed her body and now it hurts between her legs.

SCARF
Safety Caring Achievement Resilience Friendship

coram Life Education

Year Group Resources – Year 6

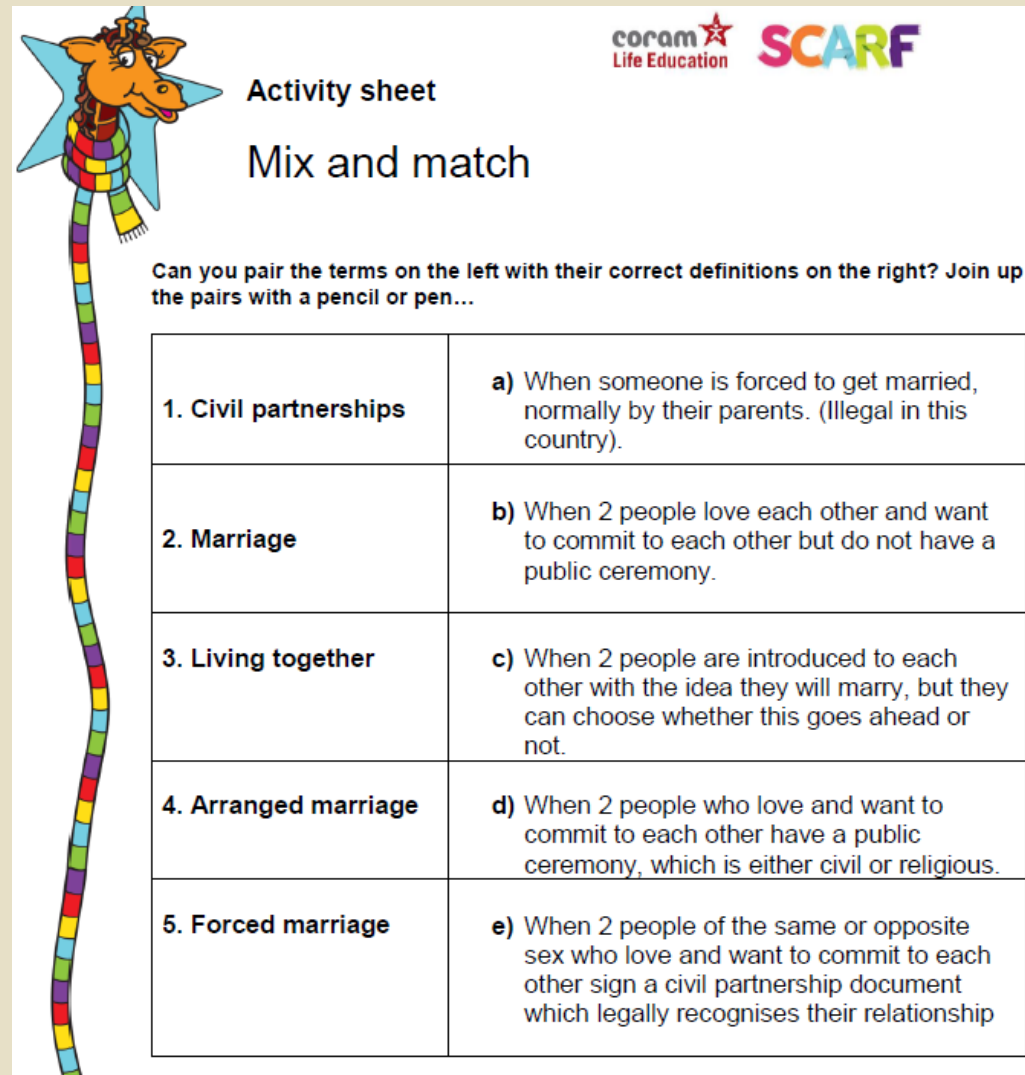
Lesson 4 Don't force me

Boys and girls are taught separately

Describe ways in which people show their commitment to each other.

Identify the ages at which a person can marry, depending on whether their parents agree.

Discuss that everyone has the right to be free to choose who and whether to marry.



Activity sheet

Mix and match

Can you pair the terms on the left with their correct definitions on the right? Join up the pairs with a pencil or pen...

1. Civil partnerships	a) When someone is forced to get married, normally by their parents. (Illegal in this country).
2. Marriage	b) When 2 people love each other and want to commit to each other but do not have a public ceremony.
3. Living together	c) When 2 people are introduced to each other with the idea they will marry, but they can choose whether this goes ahead or not.
4. Arranged marriage	d) When 2 people who love and want to commit to each other have a public ceremony, which is either civil or religious.
5. Forced marriage	e) When 2 people of the same or opposite sex who love and want to commit to each other sign a civil partnership document which legally recognises their relationship

Year Group Resources – Year 6

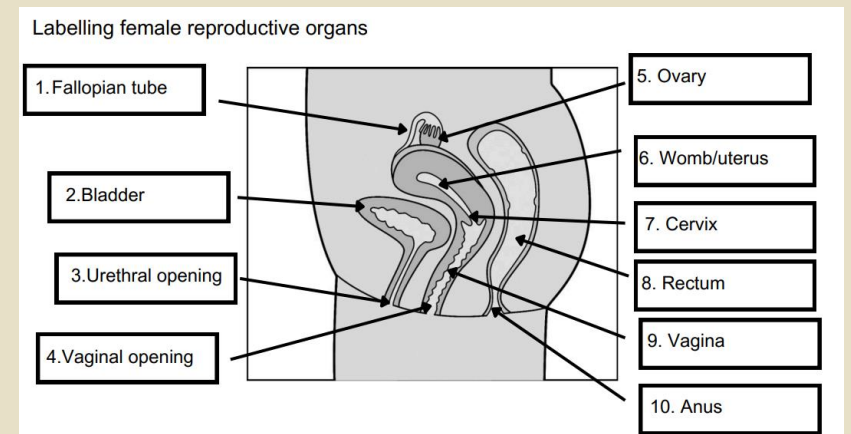
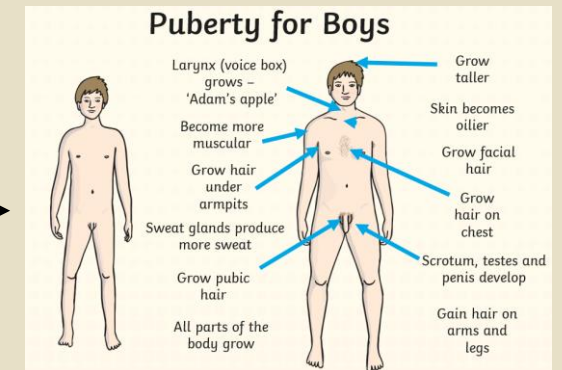
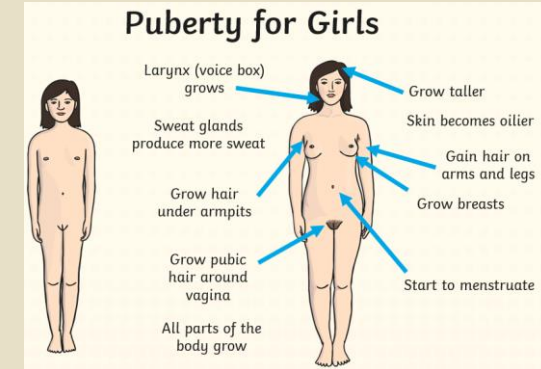
Lesson 5: Private Body parts

Boys and girls are taught separately
Boys and girls are shown same resource

To know the names of the private body parts which would have been taught in Year 5 using the same visual.

To understand that the function of the internal reproductive system is to make a baby.

To name and label the external reproductive organs for males and internal reproductive organs for females (not independently, but as a class).



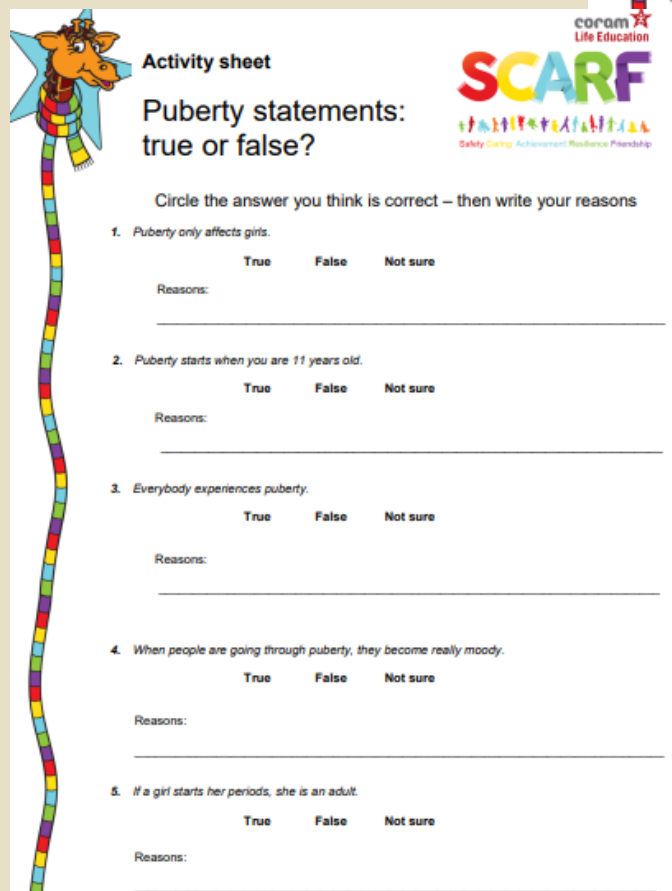
Year Group Resources – Year 6

Lesson 6 Puberty

Boys and girls are taught separately

Name some of the feelings and emotions people have during change.

Give examples of changes that can be experienced during puberty and how someone could cope with or get support during puberty.



Activity sheet

Puberty statements: true or false?

Circle the answer you think is correct – then write your reasons

1. Puberty only affects girls.

True False Not sure

Reasons: _____

2. Puberty starts when you are 11 years old.

True False Not sure

Reasons: _____

3. Everybody experiences puberty.

True False Not sure

Reasons: _____

4. When people are going through puberty, they become really moody.

True False Not sure

Reasons: _____

5. If a girl starts her periods, she is an adult.

True False Not sure

Reasons: _____

coram Life Education

SCARF

Safety Caring Achievement Resilience Friendship



Activity sheet

Agony Aunt Letters

coram Life Education

SCARF

Dear Aunty Agatha,

I have noticed my skin is really greasy these days. I have also started getting some revolting spots. It is so embarrassing. I hate it because I feel as if everyone notices and is talking about me. What can I do? Ryan

Dear Ryan...

Dear Aunty Agatha,

I am so much shorter than my friends. I've always looked younger than them. Now all my friends seem to have started their periods. I keep wondering if there is something wrong with me. What should I do? Eloise

Dear Eloise...

Year Group Resources – Year 6

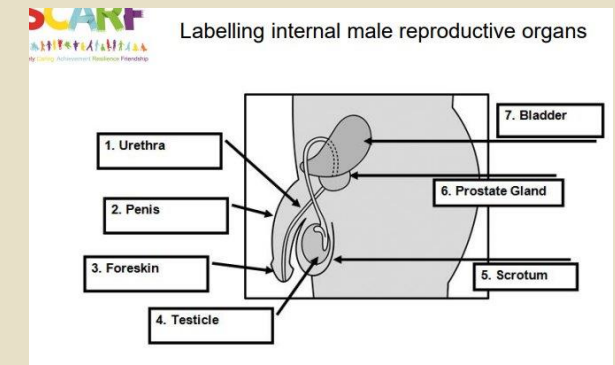
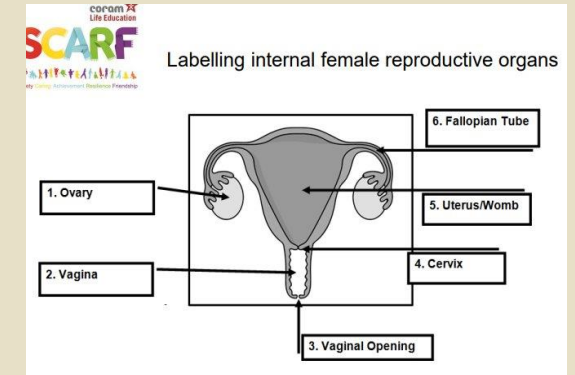
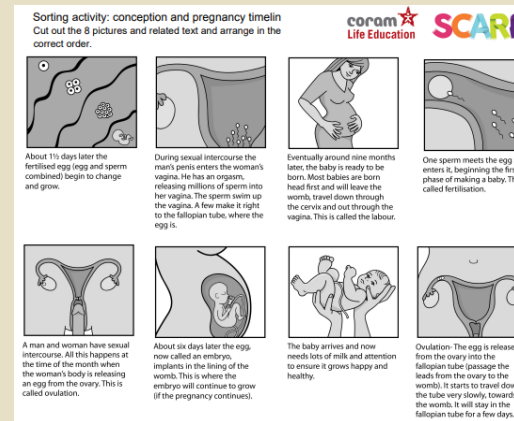
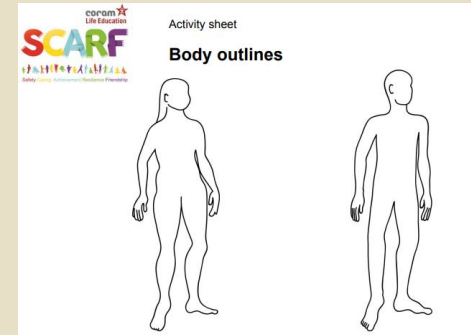
Lesson 7 Making babies

Identify the changes that happen through puberty to allow sexual reproduction to occur.

Discuss variety of ways in which the sperm can fertilise the egg to create a baby.

Explain the legal age of consent and what it means.

Only non-statutory lesson you opt out from the RSHE curriculum.



Show video of **Human Conception and Reproduction Animation Version 2.**

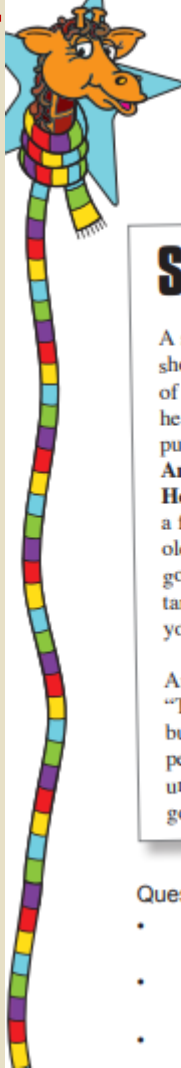
<https://www.coramlifeeducation.org.uk/scarf/lesson-plans/making-babies-1>

Year Group Resources – Year 6

Lesson 8 Risks

Describe some of the effects and risks of drinking alcohol.

Discuss the actual norms around drinking alcohol and the reasons for common misperceptions of these.



Pupil activity sheet: 6.3b

Alcohol: What is normal?

Read this newspaper Report

SCARF
Safety Caring Achievement Resilience Friendship

Shock of teenage drinkers

A shocking new report out this week shows that there are still thousands of underage drinkers despite several health campaigns which have been put in place by the government. The **Annual Survey of Young People's Health Behaviour** shows that despite a fall in the number of 11 to 15 year-olds who are drinking alcohol the government has still not achieved its target of eradicating alcohol use in young people.

An opposition spokesman said, "These statistics show that a small but significant number of our young people are continuing to drink alcohol under age every year. The present government has not met its targets

in this area. A bigger investment in health and education is needed in order to achieve maximum results."

Gabby Bentine, Minister for Health, responded saying, "We are confident that our policies are working and by building closer links with the police, health services, shops, parents and schools we will continue to make improvements to young people's health."

The annual behaviour survey of 11 to 15 year-olds has shown a steady decline in drinking rates over the past ten years with just 39% of young people reporting ever having had a drink of alcohol in 2013 compared to 61% in 2003.

Questions to consider:

- Why does the headline **not** give the message that alcohol use among young people is falling?
- Why do you think the report doesn't focus on the ones who are **not** drinking alcohol?
- Why do you think the report doesn't celebrate the fact that drinking rates have fallen hugely over the last ten years?

Year Group Resources – Year 6



BritishRedCross

First Aid Champions.



Lesson 9 First Aid

How to make a clear and efficient call to emergency services if necessary.
Concepts of basic first-aid, for example dealing with common injuries,
including head injuries.



Choking

How to help someone
who is choking



Head injury

How to help someone
who has hurt their
head



Unresponsive and breathing

How to help someone
who won't wake up
and is breathing



Unresponsive and not breathing

How to help someone
who won't wake up
and is not breathing

Units:

1. Choking
2. Head injury
3. Unresponsive and breathing
4. Unresponsive and not breathing

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.
-

“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?