COMPLETE PRIMARY PSHE

PSHE & RSHE

INFORMATION For parents

Normanton on Soar Primary School



An Overview of What Your Child Will Learn

EC Primary

This information is about how we prepare children for life - helping them stay safe, build positive relationships, and grow in confidence.

We'll share what's taught in PSHE and RSHE, why it matters, and how we work in partnership with parents.

This information covers:

- **PSHE & RSHE: Key Term Definitions**
- **Working Together With Parents**
- **Curriculum Overview**
- **Statutory RSHE: What Are Our Legal Obligations?**
- **Sex Education: Parental Right to Withdraw**

PSHE and RSHE

PSHE stands for Personal, Social, Health, and Economic education.

RSHE stands for Relationships, Health, and Sex Education.

Key Distinction:
From a legal standpoint, it is the RSHE part of the curriculum that schools are required to teach.



PSHE and RSHE

What does this mean for your child?

- **Learning how to build healthy friendships and treat others with respect.**
- **Growing in confidence as they learn about their bodies and feelings.**
- **Knowing how to stay safe - in the real world and online.**



PSHE and RSHE

What does this mean for your child?

- **Developing the language to talk about worries or seek help.**
- **Building life skills that prepare them for growing up.**



Working Together With Parents

We understand that parents are children's first and most important educators.



Our role is to *support you*, not replace you.

Our aim is to keep parents and carers informed about what's being taught and when, and we encourage open conversations with loved ones at home.

Working Together With Parents

Our RSHE lessons aim to give children the language and confidence to talk to family members about their worries or concerns.

Also, when sensitive topics come up in the curriculum, we approach them in an age-appropriate and respectful way.



So, What is RSHE?

Relationships Education (DfE 2026):

- **Families and people who care for me**
- **Caring friendships**
- **Respectful, kind relationships**
- **<u>Online safety and awareness</u>**
- **<u>Being safe</u>**



Being Safe

The DfE's 2026 Statutory Guidance states:

Primary relationships education should be anchored in an understanding of positive relationships, but should also equip children to keep themselves and others safe, and to recognise and report risks and abuse, including online.

This can be delivered by focusing on boundaries, privacy, and children's rights over their own bodies and personal information.

Pupils should be able to recognise emotional, physical and sexual abuse.

Being Safe

The DfE's 2026 Statutory Guidance states:

Even very young children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that doesn't feel right.

In addition, pupils should understand about bullying, and that this can include the use of derogatory terms relating to sex, race, disability or sexual orientation.

Being Safe

Here are a small sample of the curriculum requirements set out by the new 2026 Statutory Guidance. Schools are required to teach these objectives by law.

Curriculum Content (DfE):

- **That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.**

Being Safe

Here are a small sample of the curriculum requirements set out by the new 2026 Statutory Guidance. Schools are required to teach these objectives by law.

Curriculum Content (DfE):

- **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.**

Being Safe

Here are a small sample of the curriculum requirements set out by the new 2026 Statutory Guidance. Schools are required to teach these objectives by law.

Curriculum Content (DfE):

- **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.**

Relationships – Staying Safe

So, how do we teach children to stay safe?

Key Topics Covered:

- **Correct terminology for all body parts, including genitalia.**
- **Safe and unsafe touch, using the swimwear/pants rule.**
- **Recognising good secrets vs. bad secrets.**
- **Permission and consent.**



Some examples of lesson materials are provided on the following slides.

Relationships – Staying Safe

So, how do we teach children to stay safe?

Key Topics Covered:

- **Importance of online safety, data privacy, and avoiding interactions with strangers online.**
- **How to recognise abuse and ways to access help.**

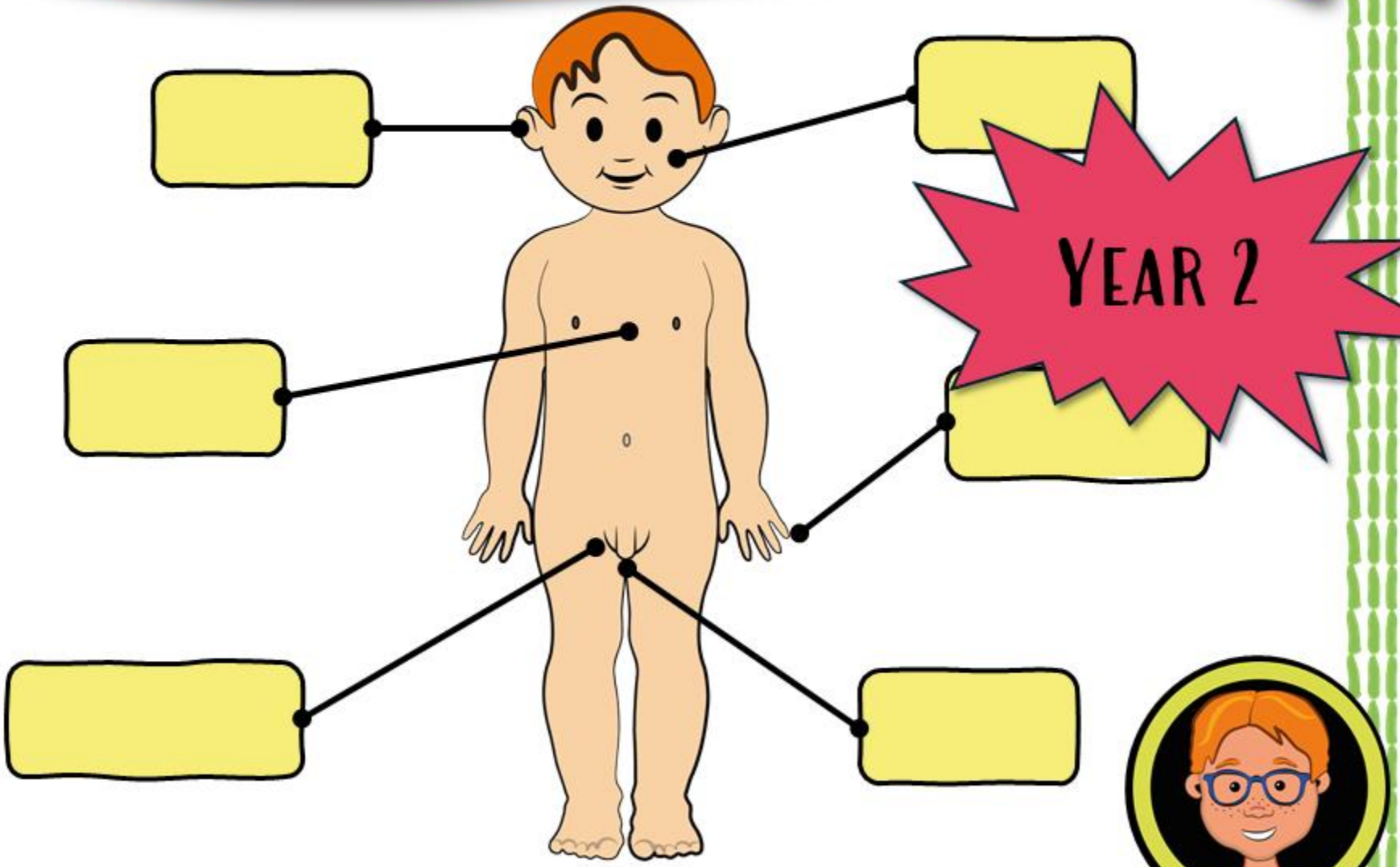


Some examples of lesson materials are provided on the following slides.

Task 2

Our Body Parts

Cut & Paste



Task 4 PRIVACY & BOUNDARIES Case Studies

Challenge

Personal boundaries:

- Respecting other people's belongings
- Respecting personal space (not getting too close to someone)
- Don't touch someone without their permission
- Don't make unkind or personal comments
- Don't overshare
- Don't accept friend requests without asking an adult for permission
- Keep personal information private
- Never send images of yourself to someone that you don't know online



Adaptive teaching point: **Scaffolding** – checklist

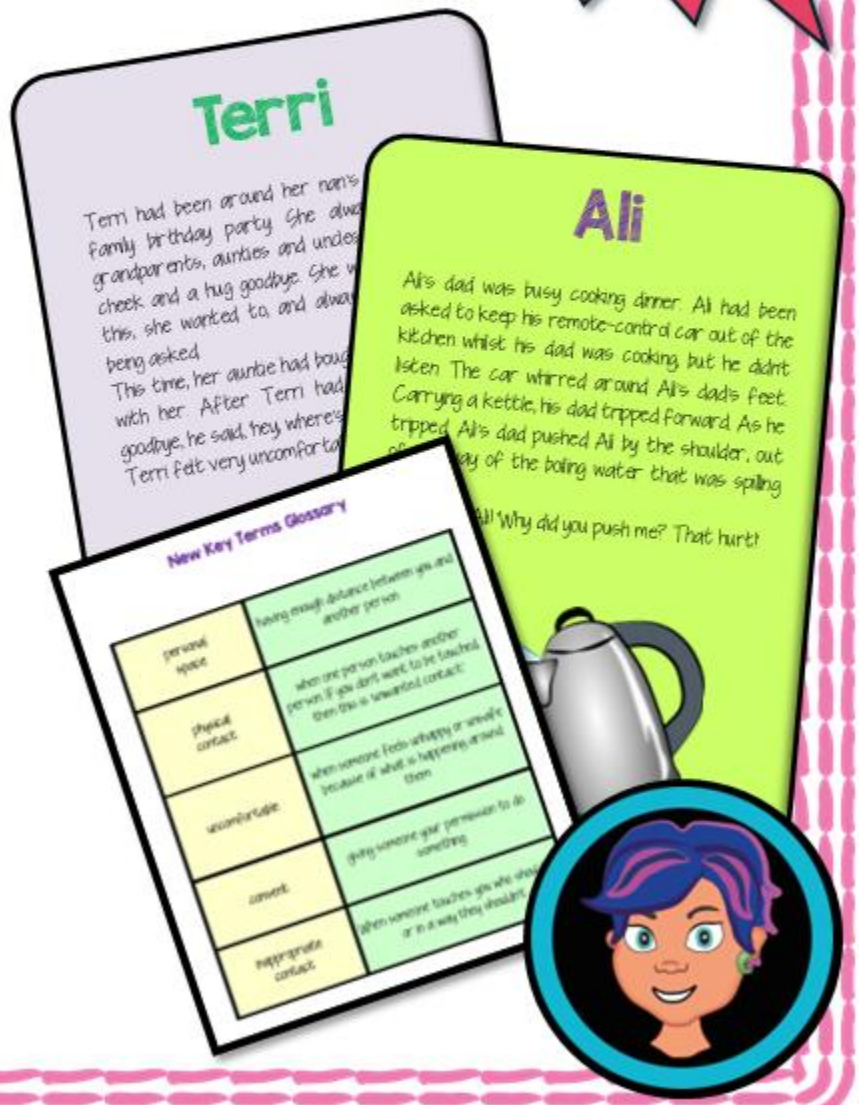
Task 3 Can You Help?

YEAR 6

So, how should we respond when someone behaves in a way that makes us feel uncomfortable?

You're about to read about four different situations where young people are having dilemmas concerning their personal space, unwanted or inappropriate contact.

Working with a partner, or in small groups, you should write a reply to advise each of the young people about what you think has happened and what they should do about it.



So, What is Statutory Health?

Health Education (DfE 2026):

- **General wellbeing**
- **Wellbeing online**
- **Physical health and fitness**
- **Healthy eating**
- **Drugs, alcohol and tobacco and vaping**



So, What is Statutory Health?

Health Education (DfE 2026):

- **Health protection and prevention**
- **Personal safety**
- **Basic First Aid**
- **<u>Developing bodies</u>**

  (The Changing Adolescent Body)



Changing Adolescent Body

Pupils should know (DfE 2026):

- **About growth and other ways the body can change and develop, <u>particularly during adolescence</u>.**

This topic should include the <u>human lifecycle</u>, and <u>puberty</u> <u>should be discussed as a stage in this process</u>.



EC Primary

Changing Adolescent Body

Pupils should know (DfE 2026):

- **The facts about the <u>menstrual cycle, including physical and emotional changes...</u>**



Changing Adolescent Body

Pupils should know (DfE 2026):

- **Whilst the average age of the onset of menstruation is twelve, periods can start at eight, so <u>covering this topic before girls' periods start will help them understand what to expect and avoid distress</u>.**



Changing Adolescent Body

So, how do we teach puberty?

In alignment with the Department for Education's (DfE) recommendation, our puberty lessons begin in Year 4, targeting students aged 8 to 9.

This ensures that children are informed before the typical onset of puberty, which can begin as early as age 8 for some children.

Year 4	SUM 1 L1 - Growing-up Girls SUM 1 L2 - Growing-up Boys SUM 1 L3 - Changing Emotions SUM 1 L4 - Personal Hygiene
Year 5	SUM 1 L4 - Body Image SUM 1 L5 - Boys' Puberty SUM 1 L6 - Girls' Puberty
Year 6	SPR 2 L1 - Puberty and Genes SPR 2 L2 - Boys' Puberty SPR 2 L3 - Girls' Puberty (Periods and the Human Life Cycle) SPR 2 L5 - Hormones and Emotions

Changing Adolescent Body

In Years 5 and 6, we revisit and build upon this learning incrementally.

Class teachers are encouraged to adapt lesson materials to meet the specific needs of their students. This may involve introducing certain content earlier if appropriate for a particular cohort, or postponing topics that may be considered too advanced.

Year 4	SUM 1 L1 - Growing-up Girls SUM 1 L2 - Growing-up Boys SUM 1 L3 - Changing Emotions SUM 1 L4 - Personal Hygiene
Year 5	SUM 1 L4 - Body Image SUM 1 L5 - Boys' Puberty SUM 1 L6 - Girls' Puberty
Year 6	SPR 2 L1 - Puberty and Genes SPR 2 L2 - Boys' Puberty SPR 2 L3 - Girls' Puberty (Periods and the Human Life Cycle) SPR 2 L5 - Hormones and Emotions

Changing Adolescent Body

This flexibility ensures that our teaching is both age-appropriate and responsive to the developmental stages of our pupils.

Upon request, we are happy to meet face-to-face with any parents who wish to view our curriculum materials in detail.

Year 4	SUM 1 L1 - Growing-up Girls SUM 1 L2 - Growing-up Boys SUM 1 L3 - Changing Emotions SUM 1 L4 - Personal Hygiene
Year 5	SUM 1 L4 - Body Image SUM 1 L5 - Boys' Puberty SUM 1 L6 - Girls' Puberty
Year 6	SPR 2 L1 - Puberty and Genes SPR 2 L2 - Boys' Puberty SPR 2 L3 - Girls' Puberty (Periods and the Human Life Cycle) SPR 2 L5 - Hormones and Emotions

Changing Adolescent Body

We can also provide copies of the knowledge organisers associated with these units, which clearly outline the progression of knowledge and skills across the curriculum.

Year 4	SUM 1 L1 - Growing-up Girls SUM 1 L2 - Growing-up Boys SUM 1 L3 - Changing Emotions SUM 1 L4 - Personal Hygiene
Year 5	SUM 1 L4 - Body Image SUM 1 L5 - Boys' Puberty SUM 1 L6 - Girls' Puberty
Year 6	SPR 2 L1 - Puberty and Genes SPR 2 L2 - Boys' Puberty SPR 2 L3 - Girls' Puberty (Periods and the Human Life Cycle) SPR 2 L5 - Hormones and Emotions

Changing Adolescent Body

On the following slides, you will find examples of lesson content from Years 4, 5, and 6, along with a sample video resource used in our Year 6 Puberty, Periods and the Human Life Cycle lesson.

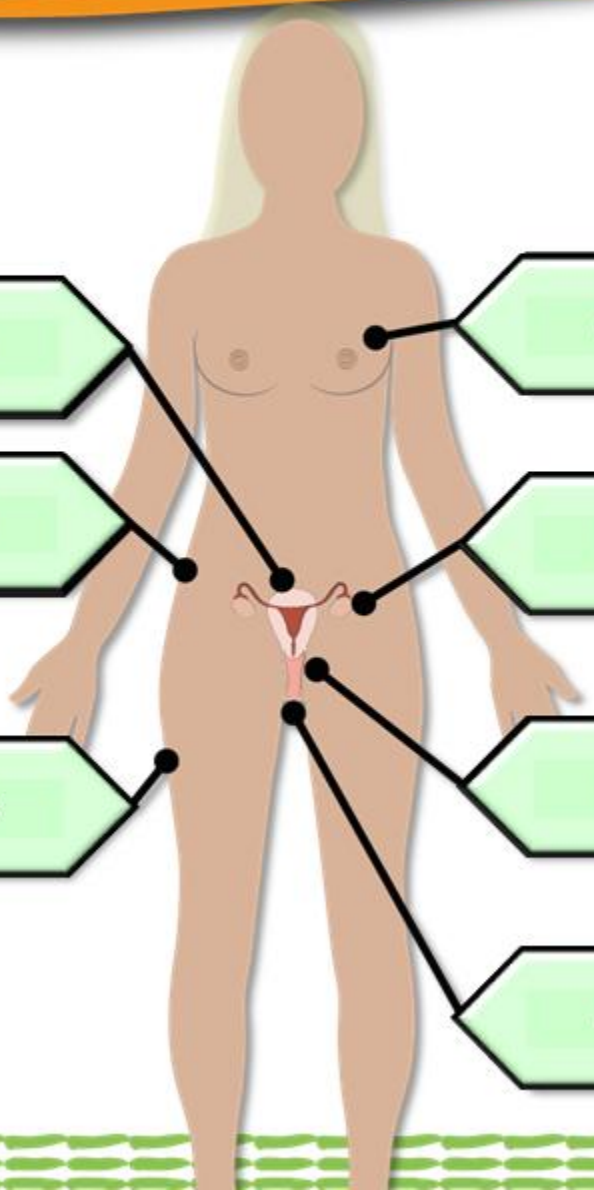
Notably, this is a new requirement, set out by the 2026 Statutory Guidance.

Year 4	SUM 1 L1 - Growing-up Girls SUM 1 L2 - Growing-up Boys SUM 1 L3 - Changing Emotions SUM 1 L4 - Personal Hygiene
Year 5	SUM 1 L4 - Body Image SUM 1 L5 - Boys' Puberty SUM 1 L6 - Girls' Puberty
Year 6	SPR 2 L1 - Puberty and Genes SPR 2 L2 - Boys' Puberty SPR 2 L3 - Girls' Puberty (Periods and the Human Life Cycle) SPR 2 L5 - Hormones and Emotions

Task 1 BRILLIANT BODIES

Review

YEAR 4



Click to reveal

Click to reveal

Click to reveal

Click to r

Click to reveal

Click to reveal

Click to reveal



Adaptive teaching point: Check for understanding and adapt.

Task 4 MENSTRUATION YEAR 4

Day 1 of the menstrual cycle occurs on the first day of a period. The uterus starts to shed its lining. Menstrual blood then leaves the body through the vagina.



A period typically lasts around 5 days, but it can be shorter or longer. During this time, many people use pads or period pants to soak up the blood. Pads are absorbent liners placed into a girl's underwear, while period pants are a type of absorbent underwear that can be worn on their own.





Task 3 Boys' Puberty

What are all these changes?

In your pairs, you have been given two sets of different coloured cards.

Some cards have the names of the changes that will take place as boys go through puberty. Some cards have information about those changes. It's your task to match them all up correctly.

Which pair can do it correctly first? Be ready to have them checked!



PLENARY

Key Term	Match Up Draw a line	Definition	Use the new word in a sentence
Acne		A substance produced by the brain which tells your body to make changes	
Semen		When the penis becomes filled with blood and hardens	
Hormones		Spots that develop on the surface of the skin, typically on the face	
Erection		A substance produced by the testicles and released from the penis during an erection, containing sperm and other bodily fluids.	

YEAR 5

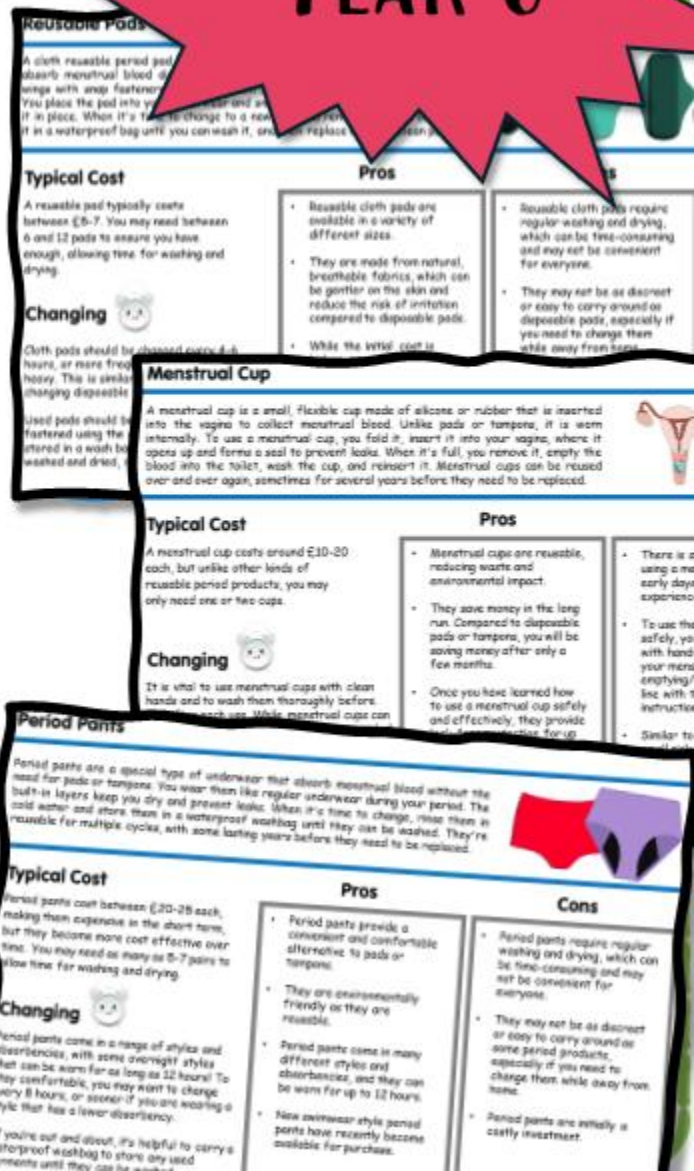
Task 2 Period Products

Year 6

In our next activity, we'll be exploring different kinds of period products.

Shortly, you'll embark on a scavenger hunt! Your teacher has set up posters around the room along with physical examples of the products.

Your task is to fill out your table, gathering as much information about each type of product as possible. This will be useful for our reflection questions later on.



Task 1 CLIP TASK

So, let's start our lesson by exploring more about girls' puberty and understanding how these milestones fit within the greater human life cycle.

Watch the video carefully, then we'll discuss the questions on the following slide in our table groups.

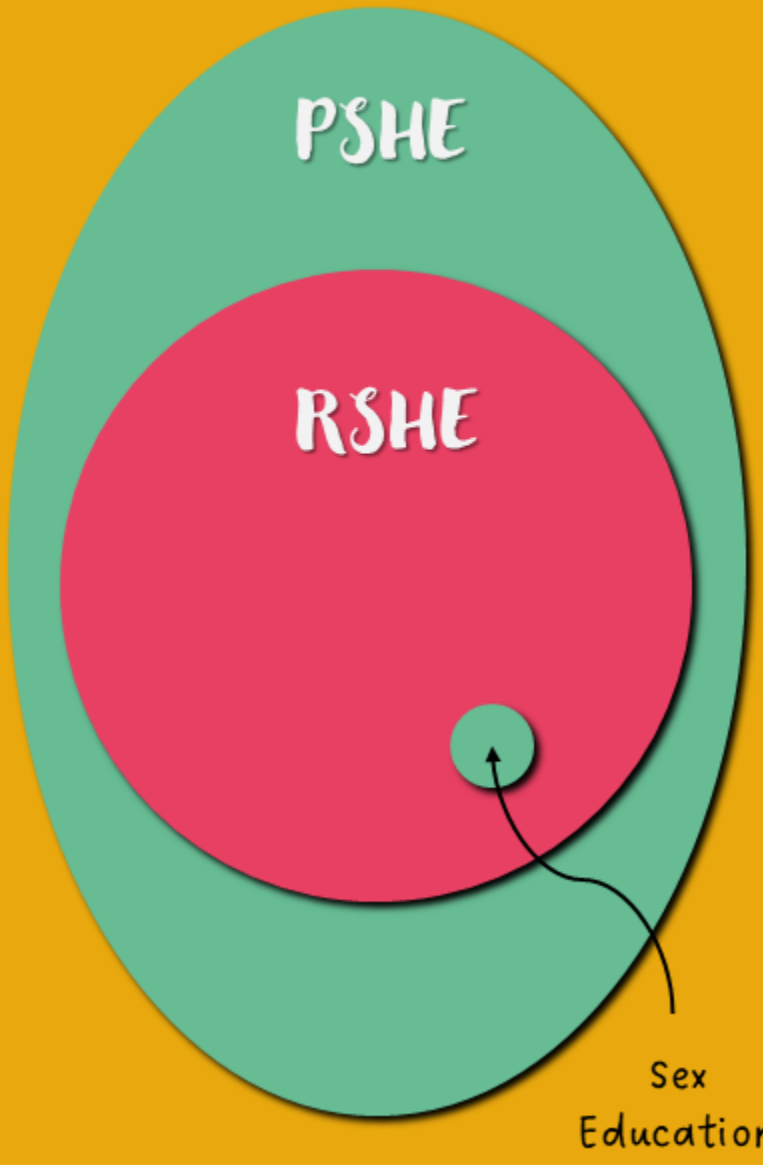
Click here when the PowerPoint is in 'Slide Show' mode



Adaptive teaching point: **High expectations** – Attempt all three challenges, starting with the 'red challenge'.

Sex Education and the Right to Withdraw

Having discussed the statutory components of our Relationships, Sex, and Health Education (RSHE) curriculum, we now turn our attention to sex education within the primary school context and outline your rights as parents.



EC Primary

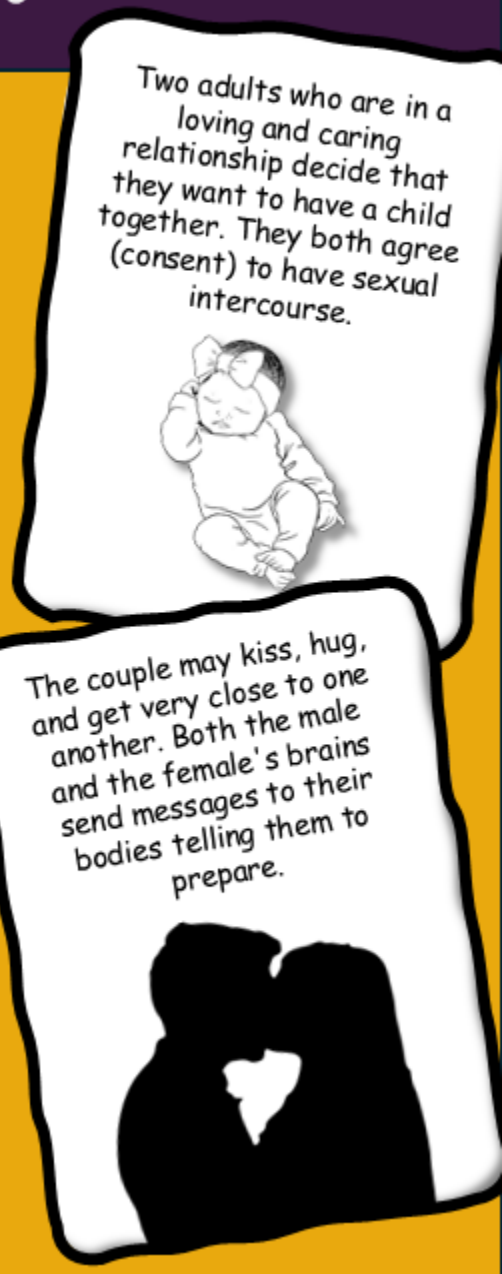
The Purpose of Sex Education

The primary aim of sex education is to provide children with information about human reproduction, specifically the biological process by which an egg and sperm unite.

Curriculum Details
(Prior Knowledge)

Year 5 Science Curriculum:

Students learn about reproduction in plants and animals, including the role of male and female sex cells in creating new life.

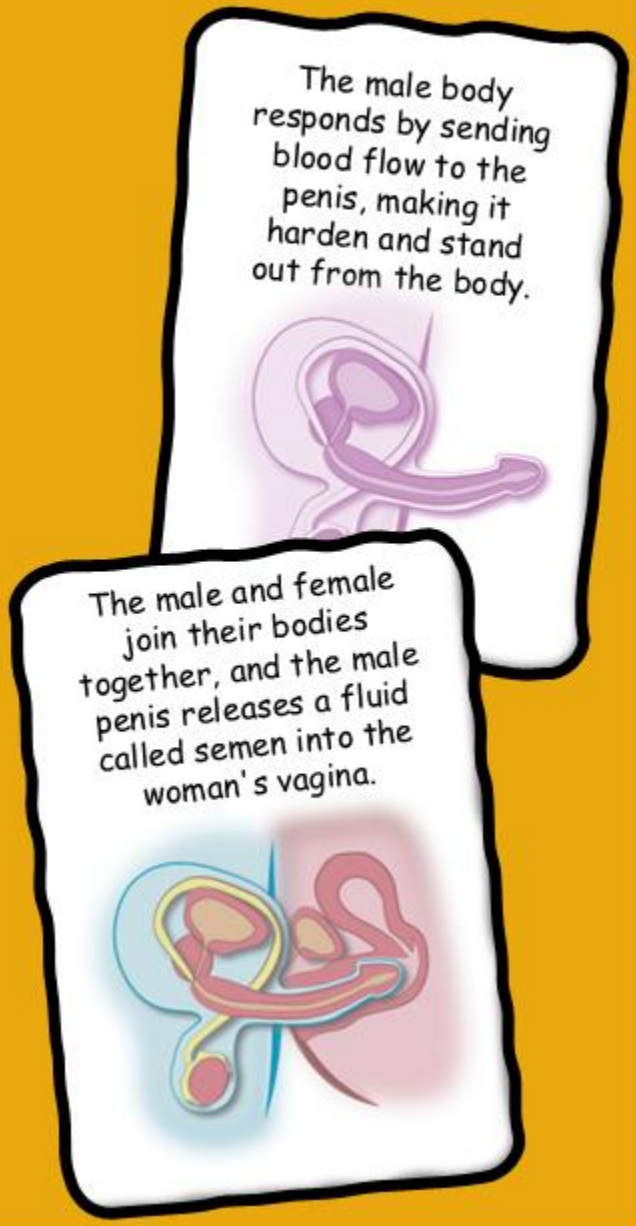


Sex Education and the Right to Withdraw

Year 6 – Sex Education (Summer 2):

Building upon prior knowledge, we introduce the concept of sexual intercourse using scientific terminology and diagrams.

The focus remains on the biological journey of the egg and sperm, rather than the act itself.

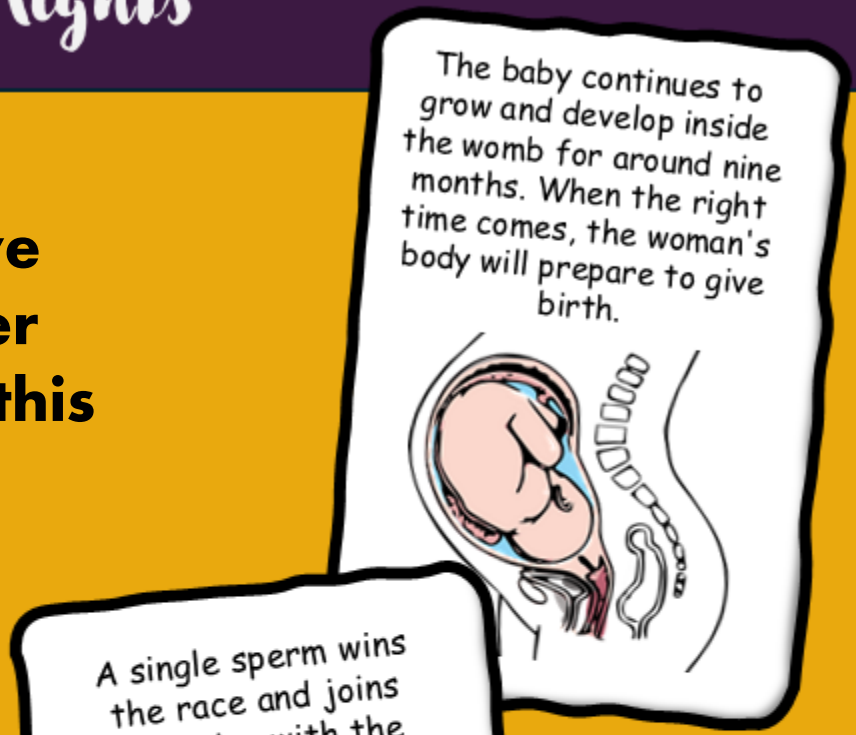


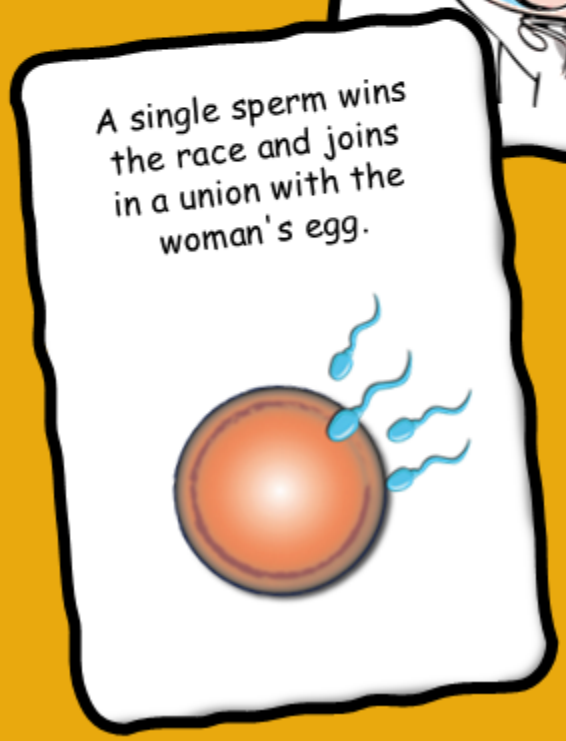
Parental Rights

While we encourage parental engagement with this content, we understand that some may prefer to withdraw their children from this specific sex education lesson.

In such cases, a written request should be submitted to the headteacher.

It's important to note that parents do not have the right to withdraw their children from statutory Relationships or Health Education.





Questions

Thank you for taking the time to learn about our PSHE and RSHE curriculum.

We appreciate your ongoing support and partnership as we work together to provide a safe and nurturing learning environment for your children.

Are there any questions?

Please contact the school office

office@nosps.co.uk