Aims of the session

- Inform you about the RSHE we will deliver in the next academic year
- Share the new resources to support lesson
- Answer any questions you may have

Strive 4Academy Trust

What is RSHE?

Relationships Sex and Health Education

Ways to help build and maintain caring friendships

Anti-bullying

Families and people who care for me

Showing respect

Online safety

Being safe, like the difference between appropriate and inappropriate touch

Ways to keep fit and healthy

Mental wellbeing, talking about our emotions, strategies to stay calm and happy

Healthy eating

Drugs, alcohol and tobacco

First aid

Puberty

Human reproduction (Year 5 only)

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Changes to RSHE

Relationships Sex and Health Education

What hasn't changed?

Relationships and health education becomes a National Curriculum subject for all schools. It's often called PSHE (physical, social and health education)

A developed a scheme based on the needs of the children, which builds children's understanding each year.

We always taught it because these subjects will support all young people to be happy, healthy and safe. Equipping them for life as an adult in British society.

We use the same CWP resources in the Summer Term

Parents still have the right to withdraw their children from sex education in primary school but not from anything else

Changes to RSHE

Relationships Sex and Health Education

What's new?

1. Clearer approach to sex education in primary
2. Stronger parental transparency
3. Teaching about biological sex
4. Stronger online safety and safeguarding content
5. Updated mental health education.
6. Curriculum should reflect pupils' real experiences


Relationships Education, Relationships and Sex Education (RSE) and Health Education

Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers

July 2025

Health Education

1. Supports students to understand and care for their everyday wellbeing by developing the knowledge, skills and attitudes they need **to live healthy, safe and balanced lives**. It helps children recognise how to look after their physical and mental health, make informed choices about food, activity and rest, and understand the importance of healthy routines.

2. Students learn how to **stay safe both offline and online**, including how to manage risks, protect themselves from harm and seek help when needed. Health education also builds awareness of substances such as drugs, alcohol, tobacco and vaping, focusing on risks and informed decision-making.

3. In addition, it equips students with practical skills such as basic first aid and how to respond safely to emergencies. Through learning about **personal safety** and the world around them, children are taught how to keep safe near hazards, on roads, railways, level crossings and around water.

4. As students grow, health education also helps **them understand how their bodies develop**, including physical and hormonal changes, so they feel prepared, confident and supported as they move into adolescence.

5. Puberty, including menstruation, will be covered in Health Education and should, as far as possible, be addressed before children begin puberty. At Ray Lodge we have followed the recommendation of the Redbridge syllabus to teach about the menstrual cycle within Year 4, as an additional parent and child session. This is earlier than detailed in the statutory Science KS2 curriculum whereby topics such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in plants and animals is taught in Upper KS2.

There is no right to withdraw from Health Education

Relationship Education

Teaching includes families (recognising diverse structures), **respectful relationships including friendships, online relationships and being safe**. It equips children with safeguarding vocabulary and understanding to report concerns of abuse (physical, emotional, sexual, neglect).

Understand that they have a **responsibility** to treat each other with kindness, consideration and respect including, when online, securing permission and giving and understanding the concept of privacy.

Other core concepts developed through relationship education include: identity; risk and safety; diversity and equality; rights, responsibilities and consent; change and resilience; power (including persuasion and bullying); and an awareness of online safety.

There is no right to withdraw from Relationships Education

Non - Statutory RSHE

Sex Education

Sex Education in Primary is the teaching of reproduction in humans – Fertilisation in Humans and growth of a baby/ how a baby is conceived. We will deliver this teaching in year 5 following on from the National Science Curriculum, which teaches about reproduction in other mammals (not humans) and plants in year 5.This will be taught by trained staff in an age appropriate and sensitive way and we believe will help to prepare children for their transition to Secondary School.

Parents can email the school at admin@raylodge.org.uk or write to the school to opt out.

National Curriculum Science - Primary

The Key stage 1 and Key stage 2 NC states that children's learning should include teachings about the main external body parts, the growth and development of humans from birth to old age, including the changes experienced during puberty, asexual and sexual reproduction in plants and mammals, the importance of exercise and the impacts associated with diet, drugs and lifestyle on the function of the body.

There is no right to withdraw from the Science National Curriculum.

When will RSHE will be taught and by who?

RSHE will be taught as part of the PSHE lessons which are blocked units of learning allocated on the curriculum map.

Cross referencing from the RSHE syllabus to the current PSHE HEP scheme of work have been analysed to ensure the Redbridge RSHE syllabus is being delivered.

Additional PSHE units which can be found in the HEP scheme of work such as Money and Democracy will be taught as allocated on the curriculum map.
We are aware that some sessions throughout different age groups and dependent on individual needs may suit being taught with amendments to teaching organisation i.e. in **single gender groups** or smaller groups in upper key stage 2.

YEAR 5: SCHEME OF WORK - PUBERTY AND PERSONAL BOUNDARIES

Key Vocabulary: puberty, physical changes, menstruation, periods, menstrual products, sperm, egg, semen, erection, pubic hair, sweat, breasts, spots, emotional changes, hormones, boundaries, personal space, consent, assertive, kindness, empathy, upstander, fairness, inclusion, self-esteem, identity, stereotypes, peer pressure, support, trusted adult

Title	Learning Intentions and Learning Outcomes	Resources	Statutory Guidance
Lesson 1 Talking about puberty	**Learning Intention** To learn about the main physical and emotional changes during puberty. **Learning Outcomes** I can describe the main physical and emotional changes that happen during puberty I can ask questions about puberty with confidence and respect	**Puberty Changes Teacher Guide** **Puberty Changes worksheet** **Reproductive System slides** **Pupil Questions template**	**Health Education** Developing bodies (DB 1, 2, 3) **Science curriculum** (S1, 2, 3, 4)
Lesson 2 The Reproductive System	**Learning Intention** To understand the changes to the reproductive system in puberty. **Learning Outcomes** I can explain how puberty affects the reproductive organs I can describe what happens during menstruation and sperm production I can talk about how these changes might make people feel.	**Reproductive System slides** **Puberty Changes Teacher Guide** **Menstrual Cycle animation** **Male Changes PowerPoint** **Puberty Card Game** **Puberty Card Game answer sheet** **Puberty Card Game whiteboard summary** Selection of menstrual products	**Health Education** Developing bodies (DB 1, 2, 3) **Science curriculum** (S1, 2, 3, 4)
Lesson 3 Puberty Help and Support	**Learning Intention** To learn how to care for our bodies and feelings during puberty, and where to find support. **Learning Outcomes** I can explain how to stay clean and healthy during puberty. I can describe how puberty might affect emotions and friendships. I can name safe places or people I can go to for advice and support.	**Kim's Game items** **Kim's Game Teacher Guide** **Year 5 Puberty Problem Page** **Year 5 Problem Page Teacher Guide**	**Health Education** Developing bodies (DB 1, 2, 3) **Science curriculum** (S1, 2, 3, 4)
Lesson 4 Respect, Boundaries and Being an Upstander	**Learning Intention** To understand how respecting ourselves and others helps us to set healthy boundaries and build positive relationships. **Learning Outcomes** I can show what it looks like to be assertive but kind. I can explain how to set and respect boundaries. I can give one example of how to be an upstander.	**Upstander Scenarios**	**Relationships education** Caring friendships (CF 2, 6) Respectful and kind relationships (RR 2, 4, 5, 6, 8, 9)

Non statutory lessons for year 5

Title	Learning Intentions and Learning Outcomes	Resources	Statutory Guidance
Lesson 1 Puberty and reproduction	Learning Intention To understand how the body changes during puberty in preparation for reproduction. Learning Outcomes I can describe some changes that happen during puberty. I can explain why these changes prepare the body for reproduction. I can use the correct scientific words for body parts and processes. I can talk about puberty and reproduction with confidence.	Puberty Changes Teacher Guide Puberty Body Part slides Reproduction question sheet Reproduction answer cards Reproduction whiteboard summary Pupil question template	Health Education Developing bodies (DB 1, 2, 3) Science curriculum (S1, 2, 3, 4) *Contains non-statutory Sex Education. Parents have the right to withdraw*
Lesson 3 Families, conception and pregnancy	Learning Intention To understand how families can be formed and how a baby is conceived and begins to grow. Learning Outcomes I can describe the decisions that have to be made before having children I can describe how a baby is conceived and begins to grow. I can use the correct scientific words when talking about conception and pregnancy. I can explain why consent is important in sexual relationships.	Couple pictures How does a baby start? cards How does a baby start? whiteboard summary	Relationships education Families and people who care for me (F 1, 2, 3, 4, 5) Science curriculum (S2, S3, S5) *Contains non-statutory Sex Education. Parents have the right to withdraw*

YEAR 6: SCHEME OF WORK - PUBERTY, RELATIONSHIPS AND REPRODUCTION

Key Vocabulary: puberty, reproduction, sexual intercourse, uterus, pregnancy, adoption, fostering, IVF, consent, communication, boundaries, respect, privacy, appropriate, inappropriate, pressure, assertive, permission, online, offline, bullying, harassment, discrimination, sexuality, safety, report, trusted adult, empathy, responsibility

Lesson 2 Communication and consent in relationships	**Learning Intention** To understand why communication is important in relationships and why consent matters before any kind of physical touch. **Learning Outcomes** I can describe why communication is important in friendships and relationships, especially before physical touch is involved. I can explain what consent means. I can recognise when consent is given, not given, or withdrawn. I can explain how both words and body language can show consent.	**Communication and Touch cards**	**Relationships Education** Caring friendships (CF4) Respectful Kind relationships (RR 1, 2, 3, 4) Being safe (BS 3)
Lesson 4 Communication and respect in relationships and online	**Learning Intention** To understand what is appropriate and inappropriate to share, and to know what to do if something makes us feel unsafe or uncomfortable. **Learning Outcomes** I can explain why some things are safe, positive and appropriate to share, and others are not I can recognise when online behaviour (like editing photos, sharing adult content, or using sexualised language) is harmful. I can describe how harmful content or bullying online can make someone feel. I can explain what steps I can take if I feel pressured, bullied, or shown something inappropriate	**Communication Scenario cards** **Advising a friend - Teacher guide**	**Relationships education** Respectful relationships (RR9, RR11) Online safety and awareness (OS 1, 2, 3, 4, 5, 6) Being safe (BS 1, 2, 4, 5, 6, 7) **Health Education** General wellbeing (GW7) Wellbeing Online (WO 1, 4, 5, 7, 8, 10, 11)