

Information for parents and carers

Relationships & Sex Education 2026



Welcome!



School and
home
partnership

We aim to inform you of:

- the school's **legal** obligations on Relationships and Sex Education (from September 2020)
- your rights as a parent/carer
- how, what, why and when we intend to teach children

Today's considerations

- The internet
- Television
- Social media
- Other media
- Friends
- Family
- School



Current Climate

Given the increasing concerns around child sexual abuse and exploitation and the growing risks associated with growing up in a digital world, there is a particularly compelling case to act in relation to pupil safety. That is why the amendment places a duty now on the Secretary of State to make **Relationships Education and RSE statutory** through regulations.

POLICY STATEMENT: RELATIONSHIPS EDUCATION,
RELATIONSHIPS AND SEX EDUCATION, AND PERSONAL,
SOCIAL, HEALTH AND ECONOMIC EDUCATION DFE 2017

Long term benefits of RSE teaching

Research suggests that, if a child or young person has received effective RSE, it could ultimately impact positively upon:

- **the age at which a person first has sex;**
- **the likelihood of a person contracting a sexually transmitted infection (STI);**
- **the likelihood of an unplanned pregnancy (and/or teenage conception);**
- **the likelihood of entering into an exploitative relationship;**
- **emotional health and well-being;**
- **the chance of developing a positive body image and self-esteem;**
- **tolerance of difference and diversity;**
- **the likelihood of a young person accessing help and support with matters relating to the body or sex.**

Don't forget...

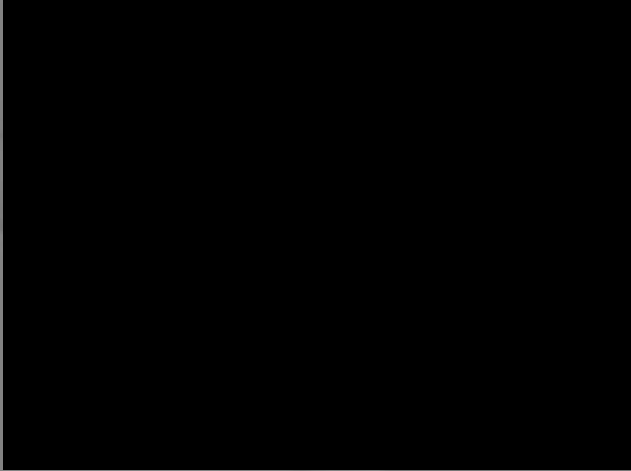
We are educating children and young people to live in the real world, with all its contradictions

When it comes to sex, children's heads are probably not empty – **but they may be full of myths and half-truths**

We mustn't let our adult knowledge of relationships and sex prevent us seeing things from a child's perspective

Our focus should be on building healthy attitudes and positive relationships, not just fighting off perceived threats

If RSE is so important, which approaches are best?



Which teaching approaches to RSE do these pictures represent?

Relationships Education

What should children know about relationships and why?

1. What a positive, healthy, caring, safe relationship looks and feels like
2. How to speak up and get help when a relationship does NOT feel healthy/positive/safe
3. How to make and maintain positive relationships

(Online and offline relationships)

What does the government say is the aim of Relationships Education?

‘Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline....children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way’

DfE Guidance on Relationships Education, Sex Education and Health Education 2019

Compulsory status of RSE and Health Education



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

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

In 2018 the government passed an amendment to the Children and Social Work Bill to make RSE and Health Education statutory from **Sept 2020**.

Supported by over 100 organisations, including Public Health England, Teaching Unions, NCB, etc)

Ratified by House of Lords 24 April 2019

What have schools got to teach?



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

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

PRIMARY

- RELATIONSHIPS EDUCATION IS COMPUSLORY
- HEALTH EDUCATION IS COMPULSORY

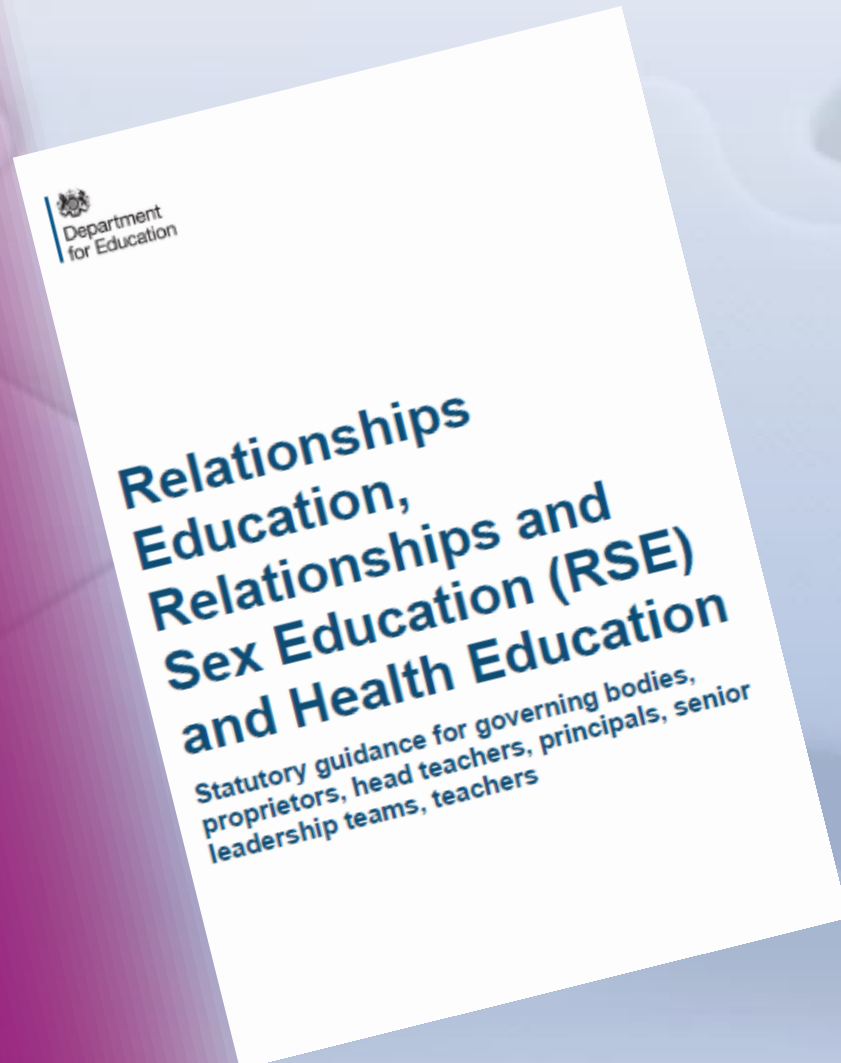
But Sex Education is at school's discretion

SECONDARY

- RELATIONSHIPS EDUCATION IS COMPULSORY
- SEX EDUCATION IS COMPULSORY
- HEALTH EDUCATION IS COMPULSORY

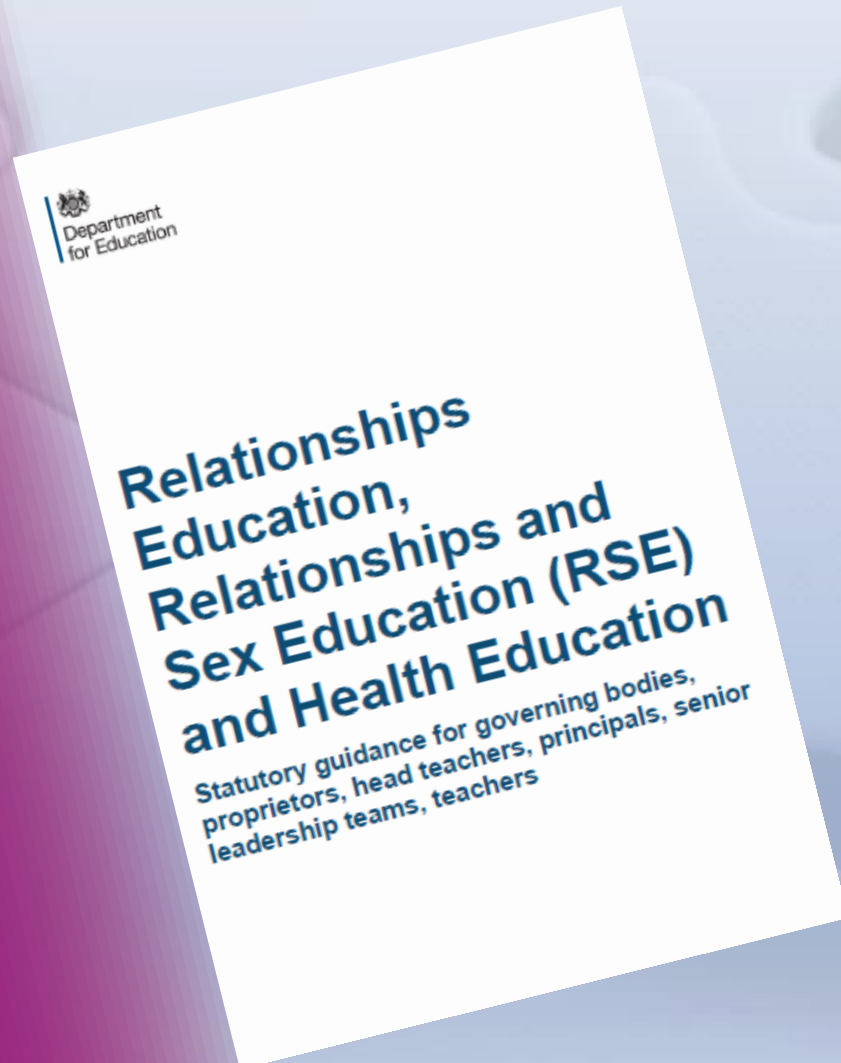
Guidance does not apply to: Sixth Forms colleges, 16-19 academies or FE colleges

What are the expectations for **Primary** Health Education?



- 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**

What are the expectations for **Primary** Relationships Education?



- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Sex
Education is
discretionary at
Primary...what
exactly does
the guidance
say?

The Department continues to **recommend** that **all** primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils...drawing on knowledge of the human life cycle set out in National Curriculum Science- how a baby is conceived and born'

Science and Sex Ed at KS1

Science Key Stage 1

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- notice that animals, including humans, have offspring which grow into adults

Non statutory note: Pupils should be introduced to ...the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

Science and Sex Ed at KS2

Science Key Stage 2

- 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
- describe the changes as humans develop to old age
- learn about the changes experienced in puberty

Non statutory note: Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Pupils should be introduced to ...the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

So what is the position since September 2020 for Primary Schools?

Since September 2020

Legally:

1. Schools MUST teach the Science curriculum which includes some 'sex education'
2. The DfE guidance 2000 requires schools publish their policy on SRE
(Sex and Relationships Education)

Plus...

The DfE 2000 guidance **'recommends'** all schools have a Sex and Relationships Education Programme (p9)
that ensures 'boys and girls know about puberty and how a baby is born'

Keeping children SAFE

Ignorance does not protect innocence...
but may make children vulnerable.

PSHE (Personal, Social, Health Education) including Relationships Education, Health Education and Sex Education aims to keep children safe.

We believe we need to teach Relationships and Sex Education which goes further than the Science curriculum.

Parents have the
right to
withdraw their
children from...

(Government guidance 2000)

So, this session is to inform you of what this school intends to teach and why...so you can make this decision.

So, what, where, when and how
do we do this?...



Relationships education is taught in an appropriate way for children's age and developmental stage. The content areas covered are:

- *families and people who care for me
- *caring friendships
- *respectful relationships
- *online relationships
- *being safe

Core theme 1: Health and Wellbeing

KS1

Ourselves Growing and changing

H21. to recognise what makes them special.

H22. to recognise the ways in which we are all unique.

H23. to identify what they are good at, what they like and dislike.

H24. how to manage when finding things difficult.

H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles).

H26. about growing and changing from young to old and how people's needs change.

H27. about preparing to move to a new class/year group.

KS2

Ourselves Growing and changing

H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes).

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

H27. to recognise their individuality and personal qualities.

H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.

H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.

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.

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 for).

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

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

H36. strategies to manage transitions between classes and key stages.

Parents guide to Relationships, Sex and Health Education in primary school

The responsible approach to RSHE in primary schools: Yasmine and Tom

Dear Parents, Carers & Guardians

The Family Planning Association (FPA) has been teaching health and sex education since the 1930s – you may have seen our patient leaflets while waiting in doctors' surgeries.

Since September 2020 primary schools have been **legally required to teach “Relationships Education”**.

We know that teaching Relationships, Sex and Health Education (RSHE) is a big responsibility and so we developed “Yasmine and Tom”, i.e.:

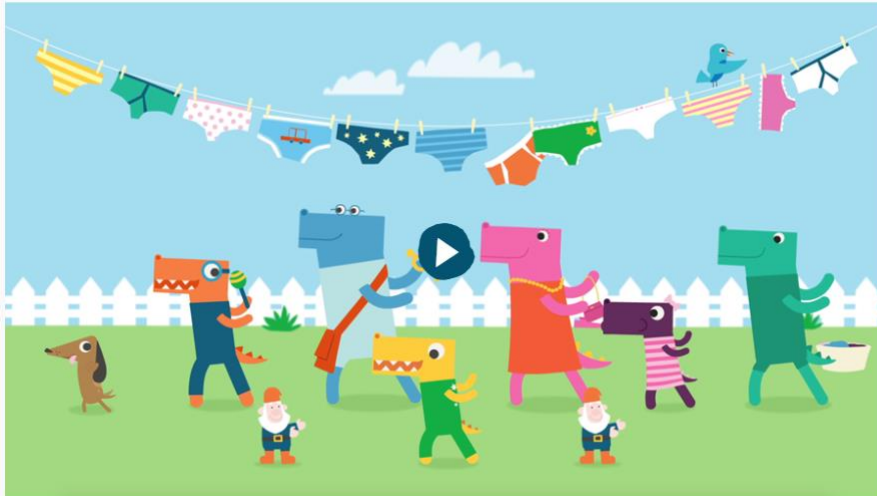
- A unique, interactive and practical set of RSHE lessons that teachers can use to ensure children are both educated on topics appropriately and protected,
- A set of lesson plans and modules that meet the statutory Department for Education guidance (**national curriculum**).



EYFS



Learn about Talk PANTS with Pantosaurus



What are the PANTS rules?

Talking to children about their body



Privates are private +

Always remember your body belongs to you +

No means no +

Talk about secrets that upset you +

Speak up, someone can help +

Year 1- My Brilliant Body



Lesson 4: My brilliant body Aim of lesson

- To recognise that all bodies are different and that all bodies can do different things.
- To begin to develop a positive body image and learn skills to respond to any negative comments about your body.



NEXT SLIDE >

My brilliant body

- Explain that all bodies are different.
- Say what is brilliant about our body.
- Explain what to do if someone says mean things about someone's body.
- Describe how to get help

Discuss with your partner:

- Do Yasmine and Tom look the same?
- What is the same and what is different about how they look?

Use the 'My brilliant body' worksheet to show with circles what is the same and with squares, what is different between Yasmine and Tom.



- Can you identify similarities and differences between Yasmine and Tom?

Year 2 Naming Body Parts

Neck



Shoulders



Chest



Spine



Naming body parts - external and private

- Name different parts of our body including the private and personal body parts.
- Explain what private and personal parts are and how they are identified.

Toes



Lips



Elbows



Fingers



Eyebrows



Thighs



Bottom



Vulva



Ankles



Nostrils



Penis and
Testicles



Shins



Chin



Knees



Year 3- My personal and private body parts and keeping safe

My personal and private body parts and keeping safe

- Label the personal and private parts of bodies.
- Explain the difference between safe and unsafe touches.
- Know that no one has the right to touch us in a way that feels unsafe, not even someone in our family



Hitting someone



Yasmine and Tom
kissing



Pulling Yasmine's hair



A doctor helping us



Mums' holding hands



Grandmother petting
a dog



Aunt tickling Jake



Grabbing someone

Lesson 2: My personal and private body parts and keeping safe (lesson revisited)

- Label the personal and private parts of bodies.
- Explain the difference between safe and unsafe touches.
- Know that no one has the right to touch us in a way that feels unsafe, not even someone in our family.

Lesson 3: Body care

- Name at least one brilliant thing about our body.
- Explain which parts of the body we particularly need to keep clean as we get older.

Year 4 Body Care



•As the NHS states *“it’s perfectly normal for puberty to begin at any point between the ages of 8 and 13 in girls and 9 and 14 in boys.”*

Washing during puberty

- Puberty causes all kinds of changes to a young person's body.
- Their skin and scalp may suddenly get oily very easily.
- New hair grows in different places.
- At times, they seem to sweat for no reason — and may notice there are smells where they never had them before.
- These bodily changes are a normal part of becoming an adult but young people may feel anxious about these changes.

Oily hair

- Each strand of hair has its own oil gland (called sebaceous) which keeps hairy shiny.
- During puberty more oil is produced which can make hair look and feel greasy. Washing hair more, with a mild shampoo, can help with this.
- Don't rub or scrub too hard as this can irritate the scalp and make it itchy.

Sweat and body odour

- New smells can occur with puberty as glands become more active and secrete different chemicals into the sweat.
- Armpits, feet and genitals might smell more or have new smells.
- The best way to help with this is to shower every day with mild soap / shower gel and warm water. This will help to wash away bacteria.
- Wearing clean clothes, especially clean underwear and socks will help to keep us clean.
- Cotton is a good fabric for letting the skin breathe and it can be better to wear cotton underwear rather than synthetic fabrics.
- Deodorants can be used for underarms to get rid of the odour of sweat by covering it up, and antiperspirants actually stop or dry up perspiration. They come in sticks, roll-ons, gels, sprays, and creams. You can buy them in most supermarkets and chemists.

Washing genitals (vagina)

- You only need to clean the vulva (the part outside the vagina) as the vagina will clean itself inside your body with natural vaginal secretions (discharge).
- It is a good idea to use just warm water or a very mild soap /shower gel to clean this area.
- Very strong perfumed products can lead to irritation of the vagina or vulva and sometimes cause thrush.

Washing genitals (penis)

- Gently wash the penis with warm water each day when having a shower or bath.
- If the penis has a foreskin, it should be pulled back gently and washed underneath. Again, use a mild soap / shower gel for this.
- If the foreskin is not washed underneath correctly, a cheesy-looking substance called smegma may begin to gather. Smegma is a natural lubricant that keeps the penis moist. It's found on the head of the penis and under the foreskin. If smegma builds up in the foreskin, it can start to smell and bacteria will gather here.

Year 4 Body Care

Lesson 2: My personal and private body parts and keeping safe (lesson revisited)

- Label the personal and private parts of bodies.
- Explain the difference between safe and unsafe touches.
- Know that no one has the right to touch us in a way that feels unsafe, not even someone in our family.

Lesson 3: Body care

- Name at least one brilliant thing about our body.
- Explain which parts of the body we particularly need to keep clean as we get older.

Vocabulary	Definition
Body Odour aka "BO"	The smell created when sweat comes in contact with the bacteria on your skin.
Clean	Free from dirt, marks or stains.
Germs	<ul style="list-style-type: none"> • A microscopic living thing that can cause disease. • Germs are everywhere, including in the air, water, soil, on plants and animals as well as on surfaces and objects. • Germs can also be found in your body and on your skin."
Healthy	When someone is well and not suffering from an illness.
Infection	When a virus, bacteria, or fungus enters the body and causes harm.
Penis	<ul style="list-style-type: none"> • The penis is a male organ. An organ is part of the body that does an important job. • The penis is used for urination (peeing). • The penis is a private body part.
Puberty	<ul style="list-style-type: none"> • Puberty is the time in life when someone's body changes from a child to a young adult. • Puberty often lasts for 4 to 5 years. • The changes that happen at puberty help get someone's body ready to be able to reproduce (make a baby).
Vulva	<ul style="list-style-type: none"> • The vulva is a female organ. An organ is part of the body that does an important job. • The vulva is outside the body between the legs. It has different parts, including: <ul style="list-style-type: none"> ◦ the opening where urine (pee) comes out ◦ the opening to the vagina • The vulva is a private body part.



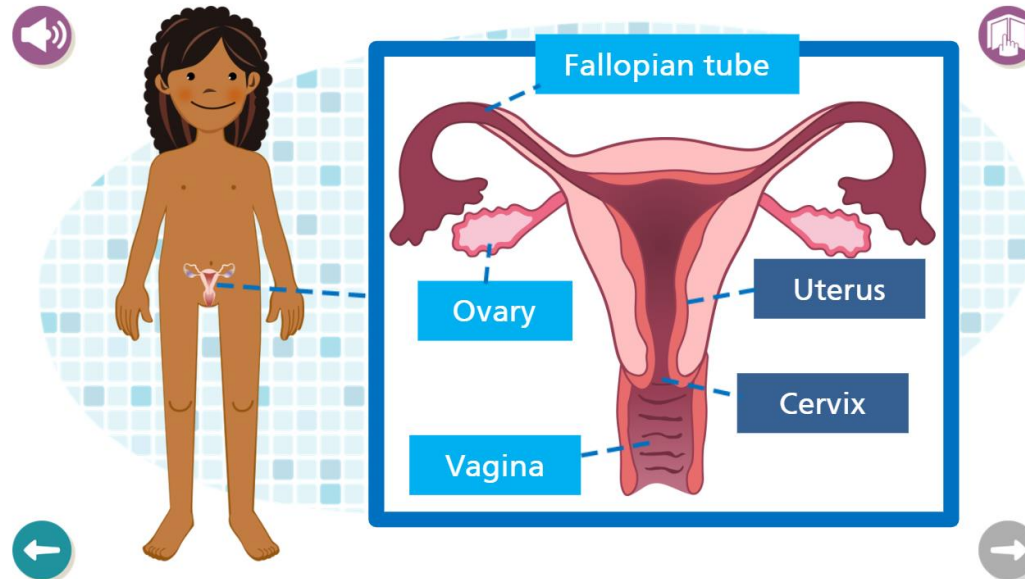
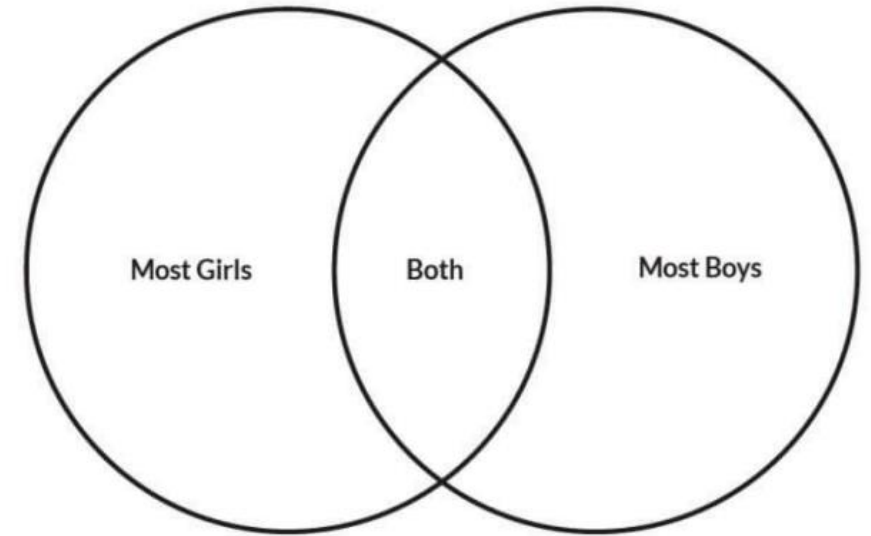
Year 5 Puberty

Lesson 1: Changes at puberty

- Identify some of the changes that happen to our bodies.
- Describe who to talk to when we need help dealing with puberty.
- Ask for support for any changes that are difficult to manage.

Lesson 2: Periods (menstruation)

- Explain what a period (menstruation) is.
- Suggest ways to overcome possible problems from periods.



Year 5 Puberty

Lesson 1: Changes at puberty

- Identify some of the changes that happen to our bodies.
- Describe who to talk to when we need help dealing with puberty.
- Ask for support for any changes that are difficult to manage.

Lesson 2: Periods (menstruation)

- Explain what a period (menstruation) is.
- Suggest ways to overcome possible problems from periods.

- The average age for boys to start puberty is 12.
- It's perfectly normal for puberty to begin at any point between the ages of 9 and 14 in boys.

Common physical changes a boy's body goes through during puberty:

- Testicles grow
- Penis grows.
- Pubic hair grows around the base of the penis.
- Testicles start to produce sperm which mixes with fluid to make semen which boys can ejaculate.
- Spontaneous erections and wet dreams begin.
- The scrotum sac becomes darker in colour.
- More hair grows on the body which may become darker on the arms and legs.
- Growth of facial hair.
- Growth spurt including arms, legs and feet.
- Body shape changes as boys develop broader shoulders and chest and become more muscular.
- Face shape changes and becomes less childlike.
- Voice box grows which makes the Adam's apple look bigger, and the voice breaks and becomes deeper.
- Hair and skin become more oily, which may lead to spots and acne.
- The body sweats more.

Common changes to a boy's feeling and mental health when going through puberty:

- Hormonal changes can lead to mood swings including irritability, tearfulness, overwhelming happiness and confusion.
- May feel intense emotions of love, low self-esteem, frustration and apathy.
- May become argumentative and bad tempered, and challenge authority.
- May be physically attracted to others (male or female).
- Begin to want more independence from parents.

- The average age for girls to start puberty is 11.
- It's perfectly normal for puberty to begin at any point between the ages of 8 and 13 in girls

Common physical changes a girl's body goes through during puberty:

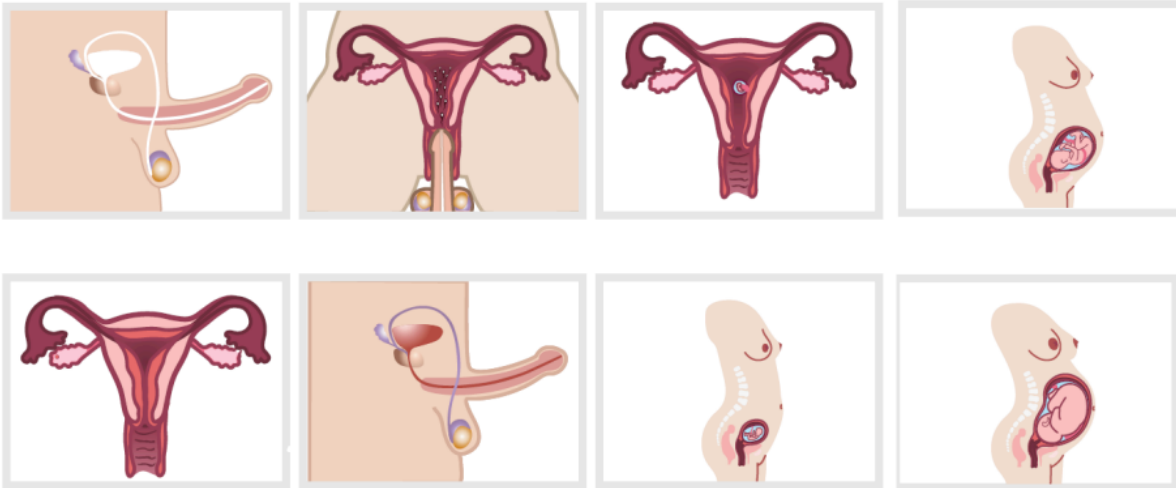
- Breasts grow.
- Nipples become larger and fuller and they may become darker in colour.
- Face shape changes and becomes less childlike.
- The voice becomes slightly deeper, although not as noticeable as with boys.
- Body shape changes as hips widen.
- Growth spurt which includes lengthening of arms and legs.
- Weight gain.
- Hands and feet grow bigger.
- Hair grows under arms and on legs.
- Hair on arms and legs may become darker.
- Hair and skin become more oily, which may lead to spots and acne.
- Pubic hair grows on the vulva.
- Vagina discharges a clear or slightly milky discharge – this is normal and helps to keep the vagina healthy.
- Ovaries release an egg which, if not fertilised by sperm, is broken down and shed with the lining of the womb. This is known as menstruation or a period.

Common changes to a girl's feeling and mental health when going through puberty:

- Hormonal changes can lead to mood swings including irritability, tearfulness, overwhelming happiness and confusion.
- May feel intense emotions of love, low self-esteem, frustration and apathy.
- May become argumentative and bad tempered, and challenge authority.
- May be physically attracted to others (male or female).
- Begin to want more independence from parents.

<https://www.fpa.org.uk/yasmine-and-tom/year-6/lesson-6-6-making-babies-pregnancy-and-birth/slide14/>

Year 6



Lesson 3: Wet dreams and masturbation (optional opt out)

- Explain what wet dreams are.
- Explain that some people have wet dreams and some don't.
- Suggest ways to manage wet dreams.
- Describe what masturbation is.

Lesson 4: Making babies - sexual intercourse (optional opt out)

- Describe fertilisation through sexual intercourse.
- Explain how a baby is made and that different people use different methods to do this.
- Describe what consent means.
- Know the age of consent.

Lesson 5: Making babies - Assisted fertility and multiple births (optional opt out)

- Explain that some people have help to become pregnant.
- Explain why some people need assistance to make a baby.
- Describe the difference between identical and non-identical twins.

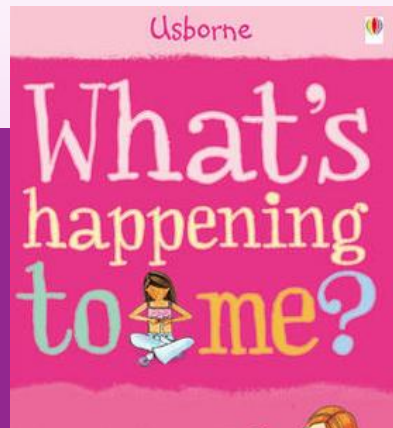
Lesson 6: Making babies - Pregnancy and birth (optional opt out)

- Know how long an average pregnancy lasts.
- Explain why a pregnancy lasts approximately 40 weeks.
- Identify and explain why some things should and should not be eaten in pregnancy.
- Describe how babies are born (delivered).

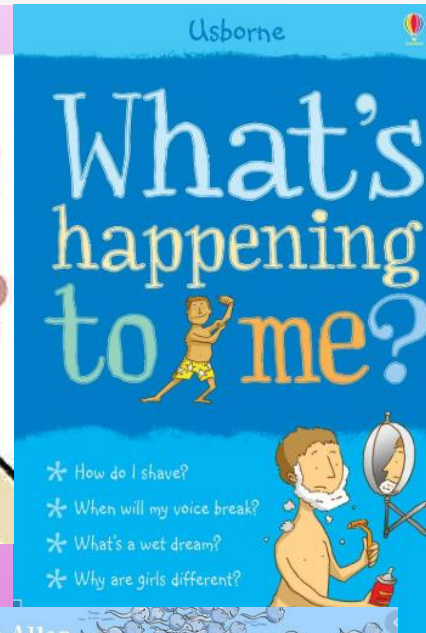
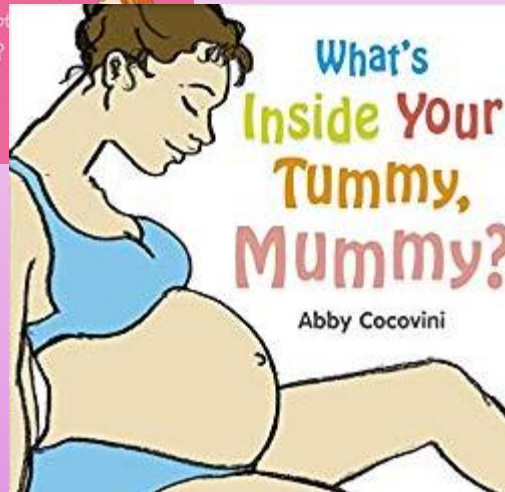
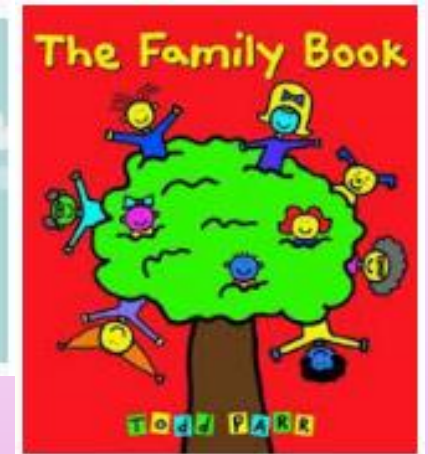
Lesson 7: Identity and prejudice

- Identify things that shape our personal identity.
- Explain what prejudice means.
- Define what sexual orientation and gender mean

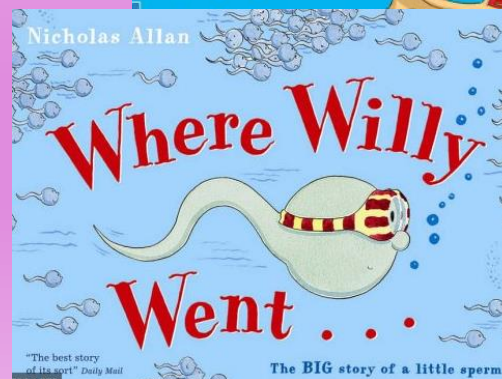
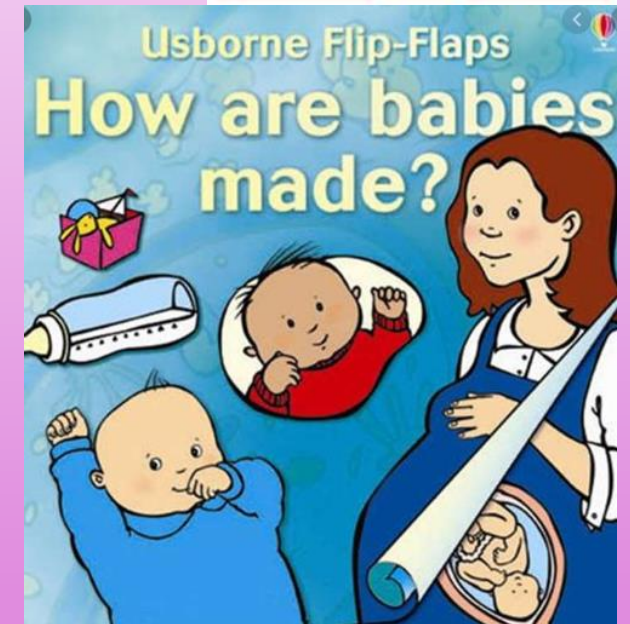
Additional Resources



- * How can I get rid of spots?
- * When will I need a bra?
- * What are periods like?
- * Why do I feel moody?



- * How do I shave?
- * When will my voice break?
- * What's a wet dream?
- * Why are girls different?



Any questions?

RSE Information for Parents' and Carers Feedback 2026



Was the information shared with you today helpful?

		
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Do you feel you were consulted on some of the decisions made today?

		
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How happy do you feel about the RSE being covered in your child's class?

		
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Do you have any further questions or concerns?

Thank you for attending

<https://www.fpa.org.uk/rshe-for-parents/>