

# Parent/Carer Information Zone



[RSE & PSHE: Parent zone](#)



# What is RSHE?

Relationships

Sex

Health

Education

Primary schools are required by law to teach Relationships Education 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, and teachers

July 2025

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Throughout this presentation, there are interactive aspects, please use the follow link to access this from home:

[RSE Parent consultation presentation](#)



# Purpose of parent consultation



To:

- Share what will be taught in RSHE.
- Explain why this learning is important.
- Show how RSHE content is taught in an age-appropriate way.
- View resources, ask questions and share feedback.

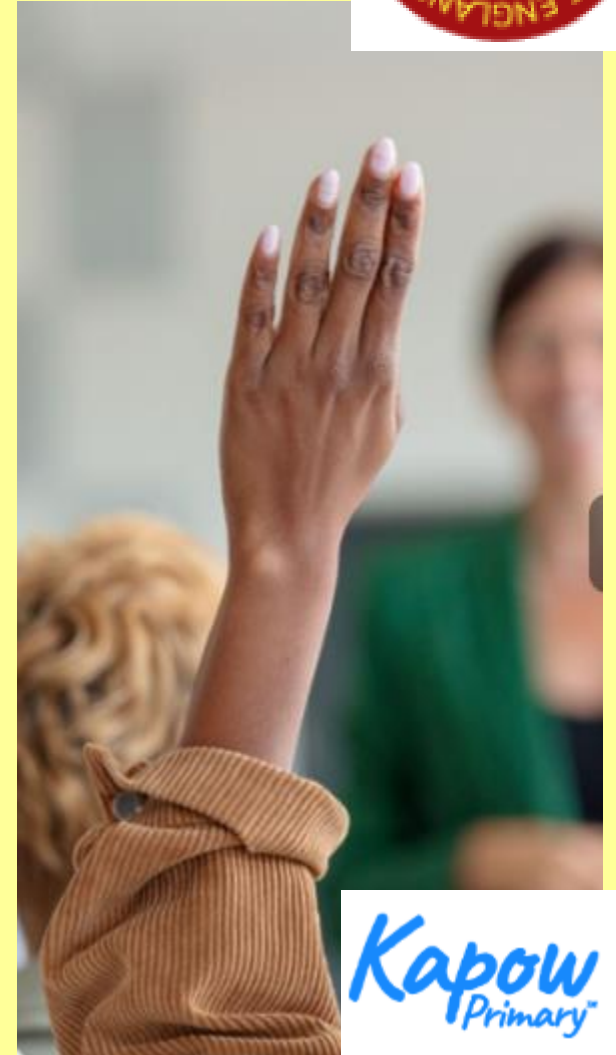
*Kapow*  
Primary

This consultation forms part of the school's RSHE policy review, helping us to work openly and positively with parents.

# Feedback parents and carers can provide



- Clarity of the school's RSHE policy.
- How clearly parents' and carers' rights and options are explained.
- Whether the resources and examples help demonstrate age-appropriate teaching.
- Views on the school's decision about whether they teach sex education, including their reasoning for the decision.
- Suitability of the proposed timing for teaching puberty and sex education.
- Any aspects of the school's proposed RSHE approach that require further clarification.
- Any additional questions or comments for the school to consider as part of the RSHE review.



# Benefits of RSHE teaching



RSHE supports pupils to:

- Build positive, respectful relationships.
- Understand how to stay safe, including online.
- Develop knowledge and habits that support health and wellbeing.
- Understand change and growing up in an age-appropriate way.
- Prepare for the opportunities and responsibilities of later life.



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RSHE supports pupils' wellbeing, safety and personal development.

# It is a legal requirement!



- Relationships Education is statutory in all primary schools.
- Health Education is statutory in all primary schools.
- Puberty is taught through both the statutory Health Education and the Science curriculum.
- Human reproduction is taught through the statutory Science curriculum.
- Any additional sex education in primary is a school choice and is not statutory.



# Statutory Relationships education covers:

## Families and people who care for me

- Families can look very different.
- Families should offer love, security and stability.

## Online safety and awareness

- The importance of being respectful online.
- Online risks.
- How to critically evaluate relationships and information online.

## Caring friendships

- The characteristics of healthy friendships.
- Conflict resolution skills.
- How to get support with friendships.

## Being safe

- Inappropriate or unsafe contact.
- Recognising who to trust.
- How to report abuse.

## Respectful, kind relationships

- Setting, asserting and respecting healthy boundaries.
- That they should expect to be treated with respect and treat others with respect.
- To recognise bullying behaviours.
- Respecting those who are different and challenging stereotypes.

# Statutory Health education covers:

## General wellbeing

- The benefits of physical activity and self-care.
- Recognising and naming their emotions and feelings.
- About change, loss and bereavement.

## Wellbeing online

- The benefits of limiting time online.
- Financial risks online.
- Age restrictions.
- Online bullying.

## Physical health and fitness

- Mental and physical benefits of being active.
- How to get support with physical health.

## Healthy eating

- What constitutes a healthy diet.
- Building a healthy relationship with food.

## Drugs, alcohol, tobacco and vaping

- Facts around legal and illegal substances and risks.

## Health protection and prevention

- Sun safety.
- Good sleep and hygiene habits.
- Facts related to vaccination.
- Recognising symptoms of poor health.

## Statutory Health education covers:

### Personal safety

- Hazards in and outside the home including road, rail, water safety.

### Basic first aid

- Dealing with basic injuries.
- Calling the emergency services.

### Developing bodies

- Changes during puberty.
- Naming private body parts.
- Menstrual cycle.

This is not new but is often the aspect that parents/carers query so why...

## Developing bodies

- Changes during puberty.
- Naming private body parts.
- Menstrual cycle.

Whilst KidSafe does not name specific body parts, sessions are held from EYFS-Y6 discussing this subject: private parts are private and you are in charge of those!



# SCIENCE

It is quite simply the correct terminology and it is important your child has awareness of this.



Safeguarding!  
Keeping Children Safe in  
Education (2023)



**Discuss  
'Fairy'  
Case**



# Statutory Science education covers:

## Animals, including humans (Y5)

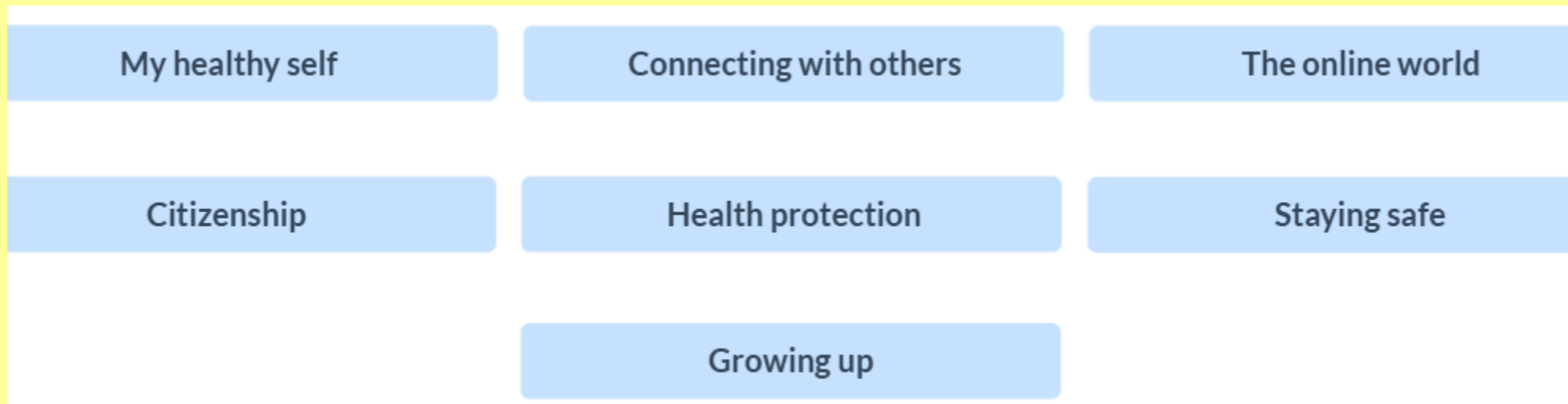
- Stages of growth and development in humans (including changes during puberty).

## Living things and their habitats (Y5)

- Find out about different forms of reproduction in some plants and animals (including sexual reproduction).

# Age-appropriate learning

Pupils return to the same areas of learning as they progress through the school, building on their previous understanding.



This supports long-term retention and ensures pupils build age-appropriate knowledge and skills as they revisit these areas over time.

## Growing up

### Year 2

Watch up to 1:37



### Year 4

Watch up to 2:16



### Year 5

Watch up to 4:19



# Safe and sensitive RSHE teaching



Pupils return to the same areas of learning as they progress through the school, building on their previous understanding.

- Pupils have different life experiences and circumstances.
- Pupils come with different starting points and prior knowledge about topics covered.
- Pupils grow, develop and mature at different rates.
- Some learning is taught before pupils need it, so they are prepared.
- Lessons should help pupils feel informed and supported, not worried.



# Safe and sensitive RSHE teaching



Protective and preventative topics are taught in a calm, age-appropriate way that helps pupils feel informed and reassured, without causing unnecessary worry.



For example, pupils learn about personal boundaries as the stepping stones to learning about consent in KS3 and beyond.

# Safe and sensitive RSHE teaching



Lessons are taught with consideration for pupils' lived experiences and sensitivities.

## Sensitivities

### Lived experiences

- ✓ Some children may have experienced or witnessed prejudice or discrimination linked to stereotypes. Discussions may trigger strong emotions.
- ✓ Avoid asking children to share personal experiences or speak on behalf of a group they identify with. Take care not to reinforce stereotypes or link negative behaviours to particular groups.
- ✓ Keep the focus on fairness, kindness, respect and standing up for others.

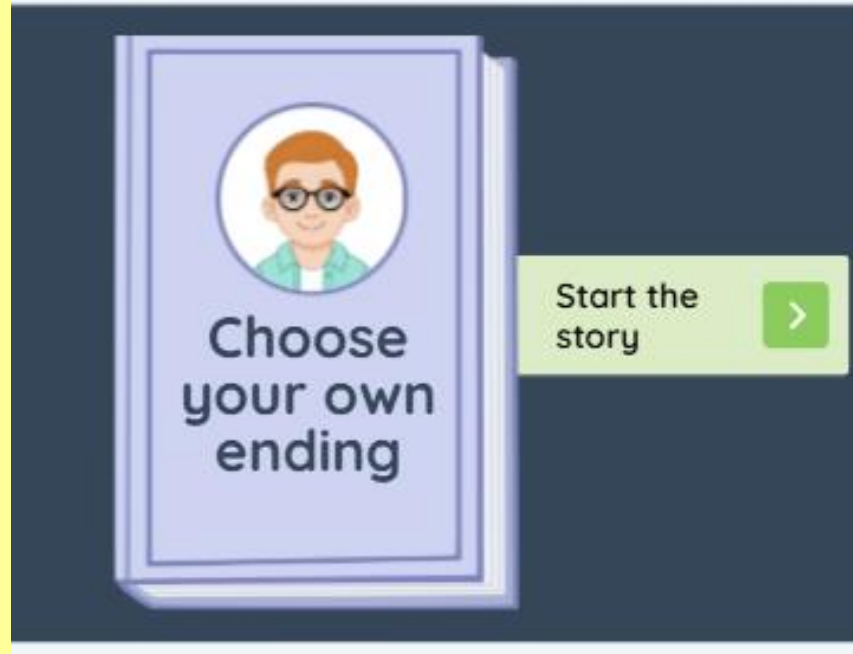
Example of a teacher's note from a Year 4 lesson on stereotypes.



# Safe and sensitive RSHE teaching



Fictional scenarios and diverse characters help pupils explore situations from an outside perspective and understand that people can respond differently.

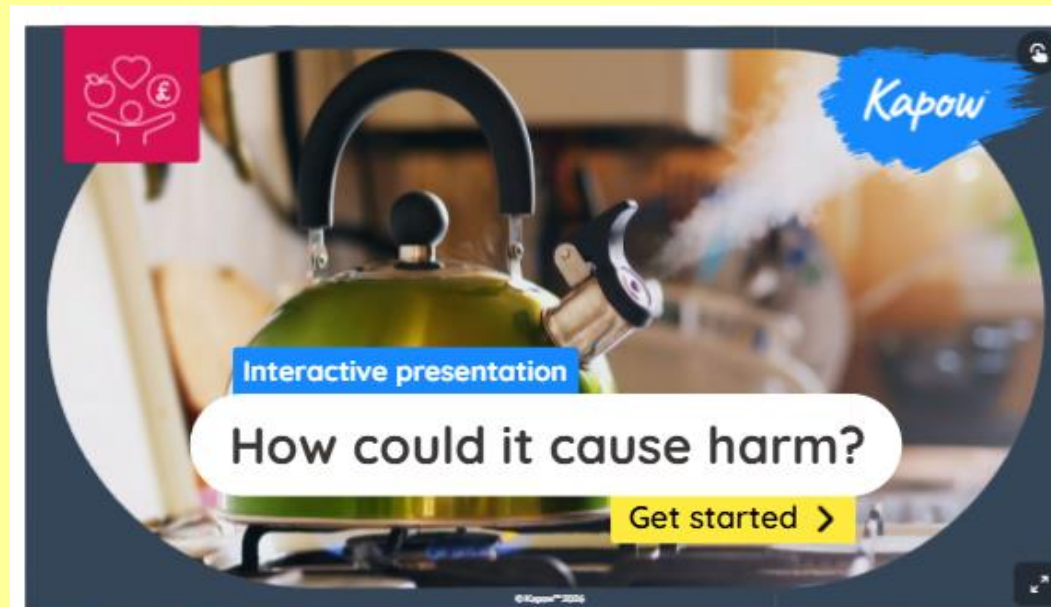


Interactive presentation example from a Year 4 lesson on feeling unsafe.

# Safe and sensitive RSHE teaching



Pupils are not asked to share personal experiences or talk about their own families or homes. It is their choice to share – freedom of speech.

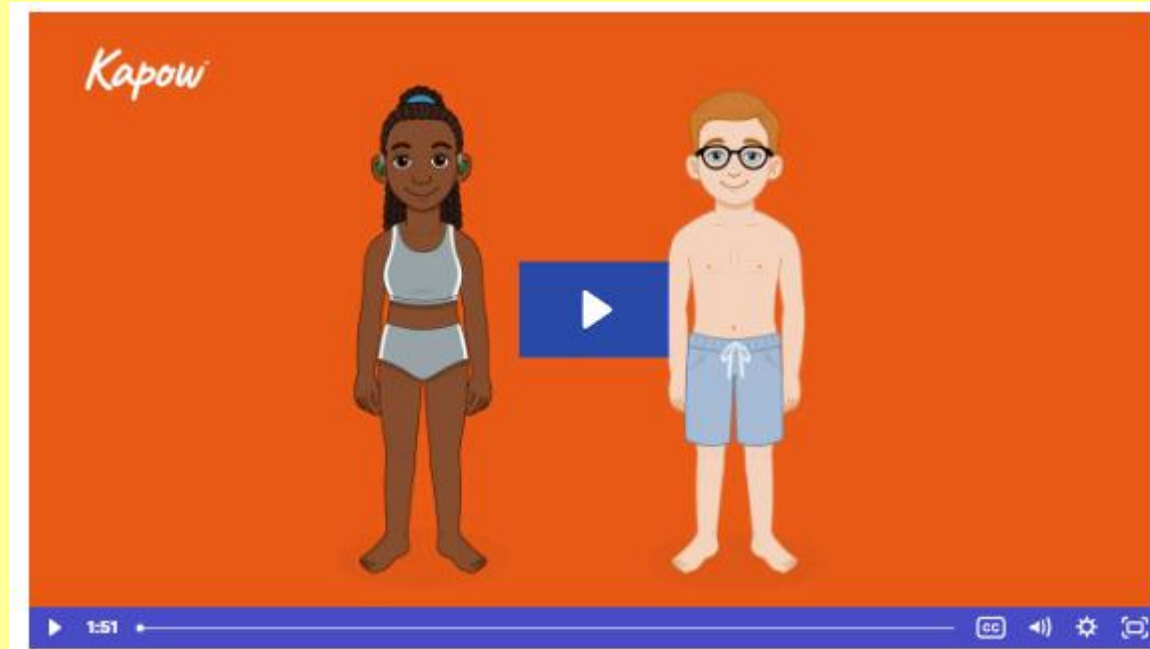


Interactive presentation example from a Year 2 lesson on recognising hazards in the home.

# Safe and sensitive RSHE teaching



Scientific vocabulary is used when talking about our bodies. Other vocabulary choices have been checked with specialists (e.g. nutritionists).



Video example from a Year 4 lesson on naming body parts.

# Vocabulary in 'Growing Up'



## Year 2

- nipples
- private parts
- penis
- scrotum
- testicles
- vagina
- vulva

## Year 4

- armpits
- boundaries
- breasts
- menstrual cup
- puberty
- pubic hair
- period
- period pad
- period pants
- tampon

## Year 5

- anus
- attraction
- circumcision
- clitoris
- deodorant
- egg
- erection
- foreskin
- genitals
- hormones
- hygiene
- labia
- mood swing
- odour
- period pain
- self-conscious
- sensitive
- urethra
- uterus
- wet dreams
- womb

# An RSHE lesson



## Year 4

How will I grow and change during puberty?

This is pupils' introduction to puberty

[View lesson >](#)



## Year 5

How will my body grow during puberty?

[View lesson >](#)



## Year 5

Online safety: How are adverts chosen for me online?

[View lesson >](#)

# Programmes & workshops



<u>Kidsafe timetable for programmes and workshops</u>	
<b>Autumn 1</b>	<b>Autumn 2</b>
<b>Year 2 FP2 – 12 weeks (PG)</b>	<b>Year 1 FP1 – 6 weeks (KE)</b>  <b>Year 2 FP2 continued – 12 weeks (PG)</b>
<b>Spring 1</b>	<b>Spring 2</b>
<b>Year 3 – 1 session (PG)</b> Anger – 1 hour  <b>Year 4 – 1 session (PG)</b> Impact and Harm – 1 hour	<b>Year 5 – 2 sessions (PG)</b> Positive mental health – 1 hour Peer pressure – 1 hour
<b>Summer 1</b>	<b>Summer 2</b>
<b>EYFS Programme- 7 weeks (KE)</b>	<b>Year 6 – 2 sessions (KE)</b> Domestic abuse – 1 hour Knife crime – 1 hour



## Session One

- talked about keeping themselves safe
- been introduced to the concept of trust
- been introduced to KS

## Session Two

- explored different types of feelings and the effects of these feelings
- been given a vocabulary to describe how they feel if/when they are sad, scared or worried (yukky feelings)

## Session Three

- explored strategies to deal with bullying (getting on and falling out) and help minimise the long term damage of bullying.
- Introduced the concept of identifying trusted grown-ups in school

## Session Four

- talked about using voice as an effective tool to keep safe
- Optional input: rules to keep our private places safe (different letter to be sent – in file 4 USB)
- practised using voice as an effective tool to keep safe
- talked about how best to identify trusted grown-ups

## Session Five

- talked about keeping safe when using computers and the Internet
- talked about keeping safe when you are watching TV
- talked about keeping safe when you are playing games and watching DVDs talked about the age ratings: the traffic light system

## Session Six

- talked about who are our trusted grown-ups
- talked about how arguing makes us feel and what we can do
- completed educator led end of course written evaluation to establish learning over the six weeks
- Optional input: rules for keeping our private places safe

## Session Seven

- talked about trust
- talked about yukky feelings
- talked about saying 'no'
- talked about identifying trusted grown-ups
- completed educator led written recap evaluation with children to establish the level of learning
- Optional input: rules for keeping our private places safe

# Y1/2 Programme



## Session One

- Re-capped **FP1**
- Re-capped the rules for keeping private places safe
- Learnt about intuition: what it is and trusting our intuition
- Discussed what gives us yukky feelings.

## Session Two

- Discussed being upset due to death of a pet via KS **scenario**
- Learnt about difference via a KS **scenario**
- Played the game: Same and Different

## Session Three

- Learnt about what we mean by bullying
- Talked about how to cope with bullying via KS **scenario**
- Learnt how bullying makes us feel and what stops us telling
- Learnt what worries we have about telling a trusted grown-up
- Learnt that children may get bullied because of difference.

## Session Four

- Revisited the concept of trust and being let down
- Learnt about not having a trusted grown-up via KS **scenario**
- Trusted grown-ups: learnt about what to do if children don't have one
- Learnt about what to do about online bullying via KS **scenario**

# Y1/2 Programme



## Session Five

- Discussed all the types of technology children have access to via Fruit Bowl games
- Shared what they are doing online
- Shared inappropriate games/films they may watch/play
- Identified the emotional impact and harm that can happen as a result of watching/playing violent films/games
- Discussed how watching/playing games/films can affect their behaviour (They become desensitised)
- Defined **peer pressure**

## Session Six

- Learnt about the **choices** they have
- Learnt examples of what constitutes cyber bullying
- Learnt how to deal with nasty emails/text messages via KS **scenario**

## Session Seven

- Learnt about what **peer pressure** is
- Understood why it's hard to say '**No**' to friends
- Learnt ways to resist **peer pressure**

## Session Eight

- Re-visited voice work saying '**No**'
- Learnt what makes us angry and the feelings we get in our heads and bodies when we are angry
- Learnt about our anger and how to deal with it in a positive way
- Anger and inappropriate use of technology via KS **scenario**
- Revisited voices: positive phrases
- Revisited **choices**



## Session Nine

- Learnt about recognising and controlling angry feelings
- Learnt about trapped anger
- Revisited using voices
- Understood about our mental health and emotional wellbeing
- Talked about mental health and emotional wellbeing via KS **scenario**
- Revisited **choices**

## Session Ten

- Talked about friend's parent/carers splitting up via KS **scenario**
- Talked about parents/carers arguing and the impact on children.
- Learnt about how it makes children feel if they can hear or see parent/carers arguing?
- Re-capped all 10 sessions
- Have been reminded who their trusted grown-ups are
- Completed written evaluations
- Received **FP2** certificate

## Session Eleven (3 month recap)

- Re-capped from **FP1**: Rules for keeping private places safe, when is it okay to see private places and reinforcing what to do if we ever have yukky feelings especially to do with our private places
- Recapped: Trusting intuition
- **Choices**; cyber bullying; **peer pressure**, and saying 'No' to friends; what makes them feel angry and the feelings they get in their bodies when angry; internalised anger; parents/carers arguing and how it makes them feel; revisited all KS **scenarios**
- Learnt how to deal with yukky secrets via KS scenario
- **FP2 Ex 7**: Completed children's re-cap evaluation

# Kidsafe 1 hour workshops



We have five **new** modules that we wanted to share with all of our registered Kidsafe tutors.

We have created 1 hour sessions as we know that time is at a premium in school. These are designed for years 3-6 and we thought they may be of help during these unprecedented times.

These sessions could be delivered in school, or perhaps delivered remotely to keep in touch with your students.

Impact and Harm Y4

Domestic Abuse Y6

Positive Mental Health Y5

Anger - How to deal with it in a positive way Y3

Peer Pressure Y5

Optional - Knife Crime Prevention Y6

# RSHE options for parents



You have the right to:

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Primary

- View the school's RSHE policy on the website.
- Ask to see RSHE lesson materials in advance.

**Not applicable due to us only teaching the statutory curriculum**

- ~~• Request to withdraw your child from non-statutory sex education lessons.~~

You cannot withdraw your child from statutory Relationships Education, Health Education or science learning, including puberty content. Schools are required by law to teach this content as part of the science curriculum that has been within the curriculum for many years.

# Resources available to explore on the laptops:



## Primary RSE and PSHE Curriculum | Kapow Primary

This is an overview of each topic for every year group. If you hover and click over a particular topic, it will take you to the individual lessons. Remember, we are not teaching the Y6 sex education topic: how do people become parents and carers?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
<b>Year 1</b>	How can we look after our emotions?	Connecting with others: How can I help myself and others feel happy and safe?	How do we spend time online?	Citizenship: How can I help others and the environment?	Health protection: How can I protect myself and others in daily life?	Staying safe: How can I stay safe?
<b>Year 2</b>	My healthy self: How can we look after our bodies?	Connecting with others: How can I build safe, kind and caring relationships with others?	The online world: How are things shared online?	Citizenship: How do people belong to a community and earn money?	Growing up: How can we look after and respect our bodies as we grow?	Staying safe: How can I make safe choices in different places?
<b>Year 3</b>	How can I take care of my mind and body?	Connecting with others: What helps us feel safe and included?	The online world: How should we communicate online?	Citizenship: What rights and responsibilities do we have?	Healthy protection: How can we prevent illness and injury and respond if they happen?	Citizenship: What careers do people choose and why?
<b>Year 4</b>	My healthy self: How can I make healthy choices?	Connecting with others: How can we respect each other?	The online world: How can I evaluate what I see online?	Citizenship: How can I spend my money wisely?	Growing up: How will my body and emotions change as I grow up?	Staying safe: What signs help me recognise what is safe or unsafe?
<b>Year 5</b>	How can I support my mind and body as I grow?	Connecting with others: Why are healthy relationships important?	The online world: How am I influenced by what I see online?	Citizenship: How can we make a difference in our communities and beyond?	Growing up: How can I manage the changes to my body and emotions as I grow up?	Citizenship: How can we be in control of our money?
<b>Year 6</b>	My healthy self: How do my choices today shape my future wellbeing?	Connecting with others: What does it mean to stand up for myself and others?	The online world: How do I feel about being online?	Citizenship: How can we protect everyone's rights?	Staying safe: How can I stay safe as I grow up?	Sex education: How do people become parents and carers?

# Thank you for listening!

## **Next steps:**

- Use the rest of the time to explore and view the resources available.
- Ask any questions.
- Complete the survey that is on the following slide once you have looked at the materials provided.

# Survey to be completed:



<https://docs.google.com/forms/d/e/1FAIpQLScmj9BGVzXXguY0llwesNlfhPn86JWog95BVSsmPVS7x4OljQ/viewform?usp=publish-editor>



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