



VAUGHAN
Primary School

RELATIONSHIP, SEX, HEALTH EDUCATION (RSHE) PARENT INFORMATION MEETING

MAY 2025



Aims of the meeting

- What is Relationship Health Education (RHE)?
- Why is RHE important?
- DFE Statutory Information
- What does the DFE Statutory Information mean?
- Overview of Teaching Expectation
- Which other subjects does it relate to in the national curriculum?
- What do we teach the children?
- Can parents withdraw their child?
- Question and Answer

What is RSHE?

The Department for Education introduced compulsory RHE from September 2021 for all primary schools.

- ▶ The aim of RHE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.
- ▶ It should teach what is acceptable and unacceptable behaviours in relationships.
- ▶ Pupils will understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.
- ▶ The Department for Education recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born.

Why is RSHE important?

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, 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.

- ▶ High quality RHE helps create safe school communities in which students can grow, learn, and develop positive, healthy behaviour for life.
- ▶ RHE plays a vital part in schools fulfilling their statutory duties to protect and safeguard their students.
- ▶ Schools maintain a statutory obligation under the Children Act (2004) to promote their students' wellbeing and under the Education Act (2002) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive RSHE programme can have a positive impact on students' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.
- ▶ Technology is evolving at a tremendous pace. The need to protect children and young people from inappropriate online content, cyberbullying and exploitation is a growing concern. A comprehensive RHE programme along with the Computing curriculum can support in addressing these issues.

DFE Statutory Information

- ▶ To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.
- ▶ High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society. The duties on schools in this area are set out in legislation.

Pupils should be taught about the society in which they are growing up. Relationships Education is designed to foster respect for others and for difference and educate pupils about healthy relationships. Teaching children about the society that we live in and the different types of loving, healthy relationships that exist is very important.

At Vaughan, we show respect for others and celebrate our differences. We teach children that we need to be understanding of all people. We teach children that we do not discriminate because of someone's race, religion, sex or any of the protected characteristics.

We have lots of children in the school who come from different types of families. We have a responsibility to all our children.

Overview of the teaching expectation

Relationships Education is introduced at Primary and students explore the following areas:

- Family and Relationships
- Health and Wellbeing
- Safety and Changing Body

Sex education is not compulsory in primary schools. Primary schools that choose to teach sex education should tailor teaching to take account of the age and the physical maturity of their pupils and can allow parents to withdraw their children where requested.

At Vaughan, this only applies to 2 lessons in Year 6. A letter will be sent out to the Y6 parents/carers.

Which other subjects does it relate to in the National Curriculum? This is statutory

Science

- ▶ In KS1 - Pupils should be taught to notice that animals, including humans, have offspring which grow into adults. They should also 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. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog. Growing into adults can include reference to baby, toddler, child, teenager, adult.
- ▶ In Upper KS2 (Y5/6) - Pupils should be taught to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird and describe the life process of reproduction in some plants and animals. Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.
- ▶ Pupils should be taught to describe the changes as humans develop to old age. Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

What do we teach the children?

Reception.

This is under the EYFS Framework.

Self-regulation: My feelings

Learning to explore and understand their feelings, identifying when they may be feeling something, and beginning to learn how to communicate and cope with their feelings and emotions.

Building relationships: Special relationships

Exploring why families and special people are valuable. Learning why it is important to share and developing strategies to help with this. Looking at themselves as valuable individuals and exploring diversity by recognising similarities and differences.

Managing self: Taking on challenges

Considering why we have rules. Learning the importance of persistence and perseverance in the face of challenges. Learning how to communicate effectively with others, practicing 'grounding' coping strategies.

Self-regulation: Listening and following instructions

Listening to stories to practise comprehension skills. Playing games which require listening carefully to instructions to succeed and exploring how rumours can spread quickly and change as they do so.

Building relationships: My family and friends

Exploring cultural festivals that are important to individuals. Reinforcing the importance of sharing and turn taking through role-play. Considering the ingredients for a good friend, exploring how kind words make others feel good and recognising the value in working as a team.

Managing self: My wellbeing

Learning why exercise is important for our physical and mental health, considering the effect of different types of exercise on the body. Exploring ways in which we can take care of ourselves. Learning how to travel safely as a pedestrian. Learning about making balanced food choices.

What do we teach the children?

Year Group	Overview
Year 1	<p>To understand the difference between acceptable and unacceptable physical contact.</p> <p>Know that they should speak to an adult if they are ever worried or feel uncomfortable about another adult.</p>
Year 2	<p>Know the names of parts of the body, including those of the private parts for their gender.</p> <p>How to remain safe online and what to do if something online makes them feel uncomfortable.</p> <p>Explain the PANTS rule to keep their private parts, private.</p>
Year 3	<p>How to deal with unkind online behaviour and cyberbullying.</p>
Year 4	<p>Understand the changes they have already gone through and aware of some changes to come.</p> <p>Understand that they will change physically as they develop into adults.</p> <p>What to do when they feel uncomfortable about something someone has done</p>

Year Group	Overview
Year 5	<p>List the range of changes they will go through during puberty.</p> <p>Accurately name all the internal and external parts of the body.</p> <p>Understand the changes their own gender will go through during puberty.</p> <p>Please note there are topics the school has to teach which are in the Science National Curriculum which are statutory. These are outlined on slide 8.</p>
Year 6	<p>Understand of changes that take place during puberty.</p> <p>Understand the menstrual cycle and that a male and a female are needed to conceive a baby.</p> <p>Please note that parents/carers are able to withdraw their children from the lessons we teach about conception.</p> <p>Understand that a baby changes in the womb and some of the baby's requirements during the first months of life.</p>

Can parents withdraw their child?

Parents have a right to withdraw their children from all or any part of Sex Education aspect of RSHE if they wish to do so, but not from the biological aspects of human growth and reproduction provided under the National Curriculum for science.

This only applies to 2 lessons in Year 6.

A letter will be sent out to parents/ carers in the next few weeks.

A group of children in school uniforms sitting in an audience, with one child in the center raising their hand. The image has a reddish tint. The text "Questions?" is overlaid in white on the left side.

Questions?

THANK YOU FOR ATTENDING THIS MEETING