

St James CE Primary School

Parents PSHE Meetings

25th February 2026

Fire alarm

Mobile phones

Questions

PSHE Education

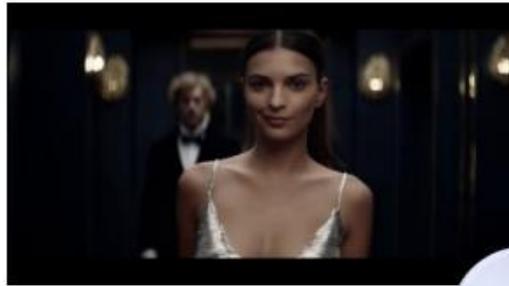
- ▶ Personal
- ▶ Social
- ▶ Health
- ▶ Economic

RSE or RSHE

- ▶ Relationship
- ▶ Sex
- ▶ (Health)
- ▶ Education

What experiences might a child have by the end of year 6?





How Have We Designed This at St James?

1. Our school vision and values

- keeping children safe
- preparing children for life in secondary school and wider society

2. Our own knowledge about OUR pupils physical, mental and social development

3. Our pupils' backgrounds , including faith and cultural aspects

4. Previous experience/ incidents / concerns in the local community which indicate certain curriculum aspects are required.

Supporting students to make their own informed decision-making from accurate sources of information

- Knowledge and capability to stay safe and healthy
- Age appropriate, sensitively and inclusively.
- Preparation for the modern world
- Manage their personal and social lives in a positive way.
- Understanding their place in an open and plural society; understand, accept and include people with backgrounds different to their own.

PSHE Curriculum: What's Changed (2020-2026)

PSHE (Personal, Social, Health and Economic education) helps pupils develop the knowledge, skills and values they need to stay healthy, safe and prepared for life.

What happened in 2020?

In September 2020, the UK government made key parts of PSHE statutory in all schools:

Relationships Education

Health Education

From 2020 to 2025, schools have been:

Embedding the new statutory content into their existing PSHE programmes

Developing lessons on mental health, online safety, healthy relationships, and physical wellbeing

Offering greater parent consultation and transparency around curriculum content

What's new for 2026?

As of 2026: The statutory requirements remain the same as introduced in 2020

The government continues to review and refresh guidance to reflect:

Emerging online risks

Mental health support needs

Parental feedback and safeguarding concerns

Schools are expected to regularly review their PSHE provision and keep parents informed, but there has not been a complete curriculum rewrite.

PSHE or Science?

Mis-named...and misleading - Sex Education is not really about sex!

- ▶ Government emphasis is on Relationships and Health Education!
- ▶ Most elements of PSHE are statutory - no one can withdraw
- ▶ Science is statutory- no one can withdraw
- ▶ Additional Sex Education is recommended by the Dfe, to be taught in PSHE- parents CAN withdraw pupils from this part
- ▶ At St James we teach sex education to Year 6 students in the summer term. A letter will go out to parents prior to these lessons being taught which give you the opportunity to withdraw if you wish.
- ▶ Staff are always willing to discuss your concerns and provide you with information regarding exact content being shared with the children to help you to understand what is being taught before you withdraw.

Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.



Right to withdraw your child

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.



Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.



If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school.

Science Overview In Primary School

Key stage 1.

Year 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

Year 2

- ▶ notice that animals, including humans, have offspring which grow into adults
- ▶ Focus on growth, children are not expected to understand HOW reproduction occurs.

Key stage 2

Year 5

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

Year 6

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

- **Is this enough to ensure children know about puberty and how babies are born?**
- **Is this enough information to help children keep themselves SAFE in today's world?**

A 2022 peer-reviewed study in the Journal of Child Sexual Abuse reviewed the academic literature on child sexual abuse (CSA) prevention and found that teaching children:

- personal boundaries,
- how to distinguish appropriate/inappropriate touch,
- and correct anatomical names for genitals

is associated with children being less likely to experience abuse and more likely to disclose if abuse occurs.

- ▶ **RSE expectations: primary**

- ▶ Here's what all pupils should know by the end of primary school. These are the expectations set by the Department for Education. At St James, we teach this through our PSHE and wider curriculum.

- ▶ **Families and people who care for me**

- ▶ **Caring friendships**

- ▶ **Respectful relationships**

- ▶ **Being safe**

Statutory Relationships Education

In primary school, teaching should focus on helping children understand the basics of positive relationships, especially friendships, family relationships, and how to relate to other children and adults.

Teaching should begin by helping children understand what relationships, friendships, and families are, and who they can turn to for support.

From the start of primary school, pupils should learn how to take turns, be kind and respectful, be honest, ask for and give permission, and understand personal privacy.

They should also learn about personal space, boundaries, respect, and how to tell the difference between safe and unsafe contact. These ideas help prepare pupils for learning about consent later in secondary school.

Teaching about families should be done carefully and with understanding of pupils' different situations.

Families can take many forms and still provide a loving and supportive environment. These may include single-parent families, families with LGBT parents, families led by grandparents, adoptive or foster families, and carers.

It is important to avoid making children feel judged or excluded because of their home circumstances, and to recognise that some children, such as looked-after children or young carers, may have different types of support around them.

Faith Schools

Faith schools may teach their religious beliefs about protected characteristics.

For example, they can explain that some religions do not allow same-sex relationships or gender reassignment.

However, they must also explain that LGBT people have legal rights under UK law and that these rights—and LGBT people themselves—must be respected.

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising; privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules <u>are</u> ; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise; hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help <u>us</u> ; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money <u>is</u> ; needs and <u>wants</u> ; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights; freedoms and responsibilities	How the internet is <u>used</u> ; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and re-framing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Y 4	Positive friendships; including online	Responding to hurtful behaviour; managing confidentiality; recognising	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Personal identity; recognising individuality and different qualities; mental wellbeing	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types; their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines; vaccinations; immunisations and allergies	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Keeping safe in different situations; including responding in emergencies; first aid and FGM
Y 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view; including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money and financial risks	What affects mental health and ways to take care of it; managing change; loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

Autumn: Relationships

	Families and friendships	Safe relationships	Respecting ourselves and others
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite

Y 4	Positive friendships; including online	Responding to hurtful behaviour; managing confidentiality; recognising	Respecting differences and similarities; discussing difference sensitively
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination
Y 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view; including discussing topical issues

An example – Y1

	In this unit of work, students learn...	Quality Assured resources to support planning
Families and friendships Roles of different people; families; feeling cared for PoS Refs: R1, R2, R3, R4, R5	<ul style="list-style-type: none">• about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers• the role these different people play in children's lives and how they care for them• what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.• about the importance of telling someone — and how to tell them — if they are worried about something in their family	<p>Medway Public Health Directorate - Primary RSE Lessons (KS1), Lesson 1, 'My special people'</p> <p>Metro charity KS1 Love and respectful relationships</p>

An Example – Y3

Families and friendships

What makes a family;
features of family life

PoS Refs: R1, R6, R7, R8,
R9

- to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents
- that being part of a family provides support, stability and love
- about the positive aspects of being part of a family, such as spending time together and caring for each other
- about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty
- to identify if/when something in a family might make someone upset or worried
- what to do and whom to tell if family relationships are making them feel unhappy or unsafe

[Barnardo's KS2 lessons Diversity](#)

[Coram Life Education – The Adoptables'](#)

[Schools Toolkit](#)

Summer: Health and Wellbeing

Y1

Physical health and Mental wellbeing	Growing and changing	Keeping safe
Keeping healthy; food and exercise; hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help <u>us</u> ; keeping safe online
Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; moving class or year	Safety in different environments; risk and safety at home; emergencies
Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and re-framing setbacks	Risks and hazards; safety in the local environment and unfamiliar places

Y2

Y3

Y4

Y5

Y6

Maintaining a balanced lifestyle; oral hygiene and dental care	Personal identity; recognising individuality and different qualities; mental wellbeing	Medicines and household products; drugs common to everyday life
Healthy sleep habits; sun safety; medicines; vaccinations; immunisations and allergies	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Keeping safe in different situations; including responding in emergencies; first aid and FGM
What affects mental health and ways to take care of it; managing change; loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

Year 5, Summer term

<p>Growing and changing</p> <p>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p> <p>PoS Refs: H30, H31, H32, H34</p>	<ul style="list-style-type: none">• how to identify external genitalia and reproductive organs• about the physical and emotional changes during puberty• key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams• strategies to manage the changes during puberty including menstruation• the importance of personal hygiene routines during puberty including washing regularly and using deodorant• how to discuss the challenges of puberty with a trusted adult• how to get information, help and advice about puberty	<p>Medway Public Health Directorate - Primary RSE lessons (Y4/5), 'Puberty'</p> <p>Betty: It's perfectly natural</p> <p>1 decision Growing and Changing £</p>
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Year 6 Summer Term

Growing and changing

Human reproduction and birth;
increasing independence; managing
transitions

- to recognise some of the changes as they grow up e.g. increasing independence
- about what being more independent might be like, including how it may feel
- about the transition to secondary school and how this may affect their feelings
- about how relationships may change as they grow up or move to secondary school

PoS Refs: H24, H33, H35, H36

- practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school
- identify the links between love, committed relationships and conception
- what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults
- how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb
- that pregnancy can be prevented with contraception²
- about the responsibilities of being a parent or carer and how having a baby changes someone's life

Frequently Asked Questions/ Themes

School is trying to balance

- needs of the pupils
- risks specific to the local area
- statutory requirements
- parental concerns
- ▶ **That's a BIG ASK.**
- ▶ We have used our professional judgement to create a curriculum that suits our school
- ▶ Ask the school- don't google or listen to facebook!

Concerns

- ▶ *Our school is proud to be a Community School in its true sense. During their time here your child will not only have access to quality first teaching and learning but will also work alongside staff and pupils who demonstrate a strong community ethos. This means that every child will be expected to show good manners, kindness and a respect for those from different faiths and family backgrounds. As we are a Church of England school, we follow all aspects of the National Curriculum, which we expect all our children to take part in.*
- ▶ Addressed to the Head teacher- in writing.

Research

- Young people who have RSE in school are **less** likely to take sexual risks.
- Vast majority of pupils said they found it useful
- There is a strong suggestion that there is a link between good PSHE and pupil well being.

Department for Education (2021). Experiences of Relationships and Sex Education (RSE) and sexual risk-taking

At Its Core

- ▶ Keep pupils safe
- ▶ Prepare pupils for adolescence
- ▶ Help them to understand and respect relationships in our community and in wider society
- ▶ Prepare them for the world of work / professional life.

Regardless of anyone's beliefs about right and wrong, PSHE should reinforce our shared common values

- ▶ 1. Respect for each other.
- ▶ 2. Kindness in the way we treat others.
- ▶ 3. Living peacefully together.
- ▶ 4. Preparing children for life outside of the school gates.

Parent Comments

- If you have any questions/comments regarding this, please scan the QR code and fill in the online form.
 - We will read all your comments and use them to support policy updates.
 - Deadline: 25th March 2026
- Please note, relationships education is statutory and you can not withdraw your child from these lessons. However, your views will still be listened to and understood.

