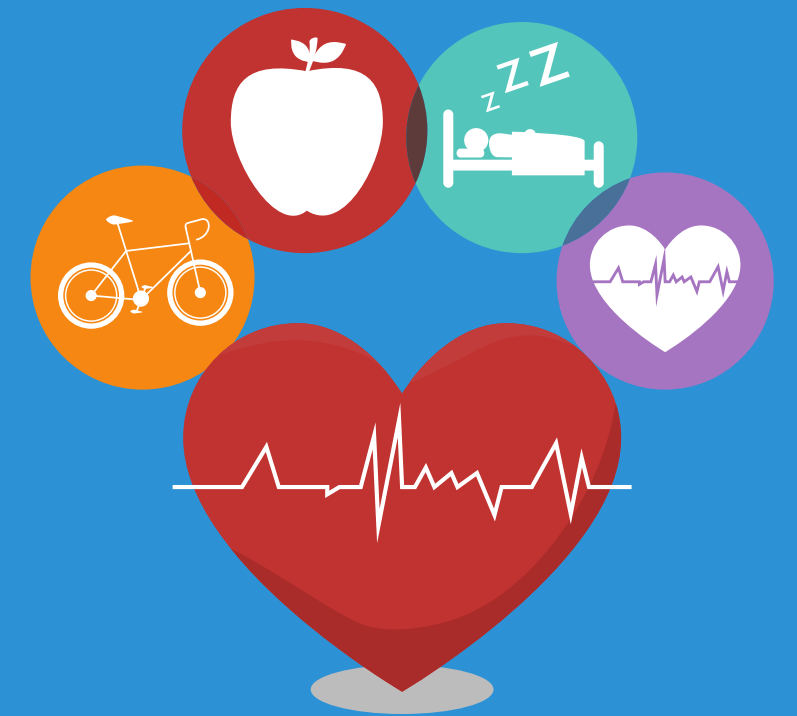
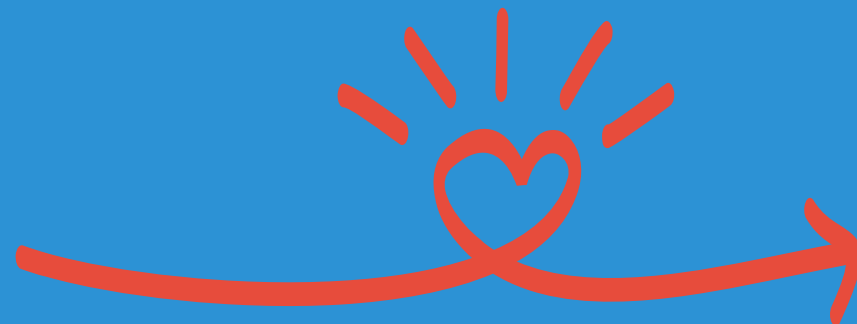
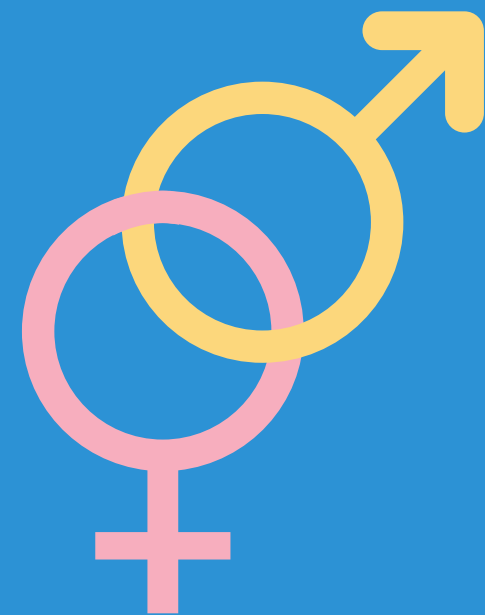
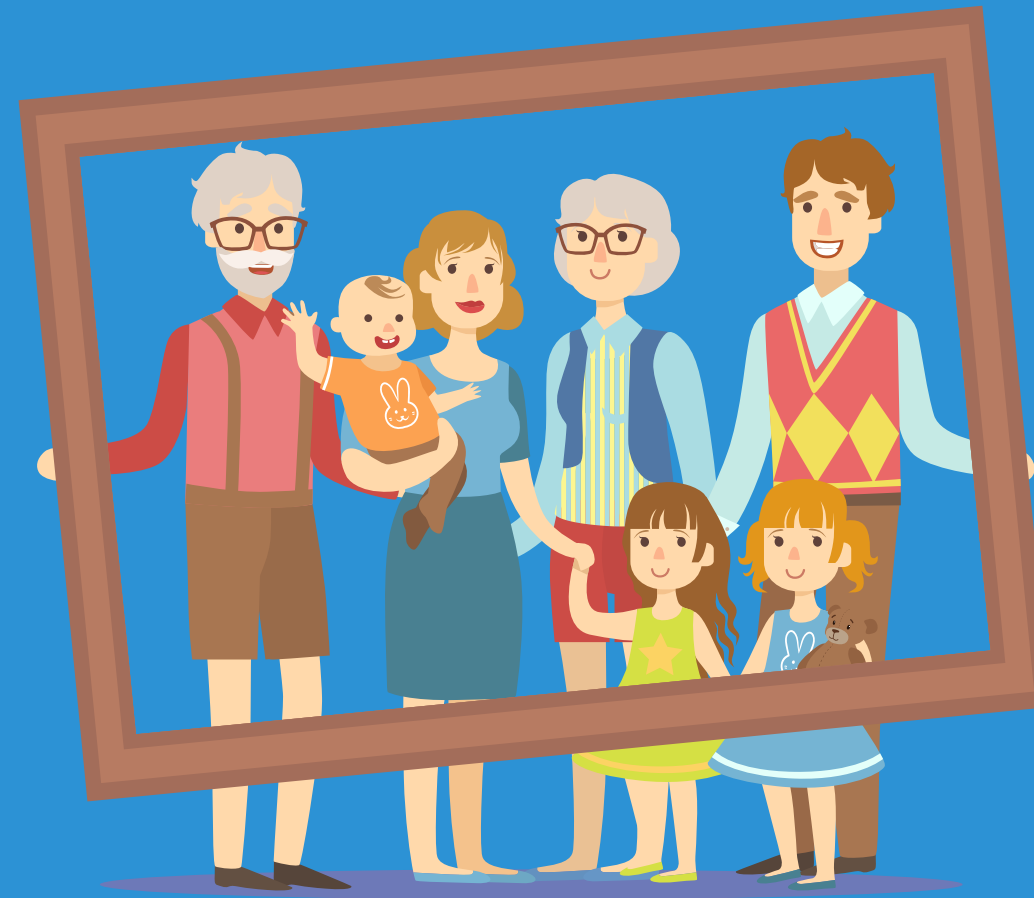
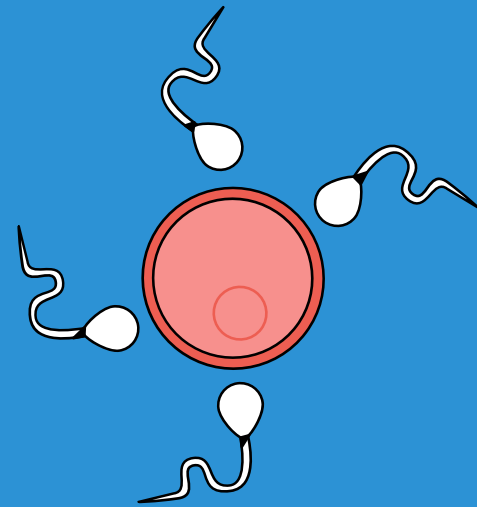
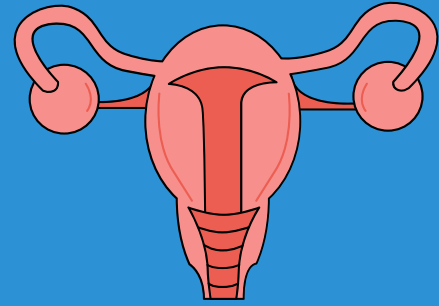


RSHE

RELATIONSHIPS, SEX, AND HEALTH
EDUCATION



What is the RSHE guidance?

**THE RELATIONSHIPS EDUCATION,
RELATIONSHIPS AND SEX EDUCATION
AND HEALTH EDUCATION (ENGLAND)
REGULATIONS 2019, MADE UNDER
SECTIONS 34 AND 35 OF THE
CHILDREN AND SOCIAL WORK ACT
2017, MAKE RELATIONSHIPS
EDUCATION COMPULSORY FOR ALL
PUPILS RECEIVING PRIMARY
EDUCATION.**

**DFE RELATIONSHIPS EDUCATION,
RELATIONSHIPS AND SEX EDUCATION AND
HEALTH EDUCATION GUIDANCE 2019 (PAGE 8)**



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

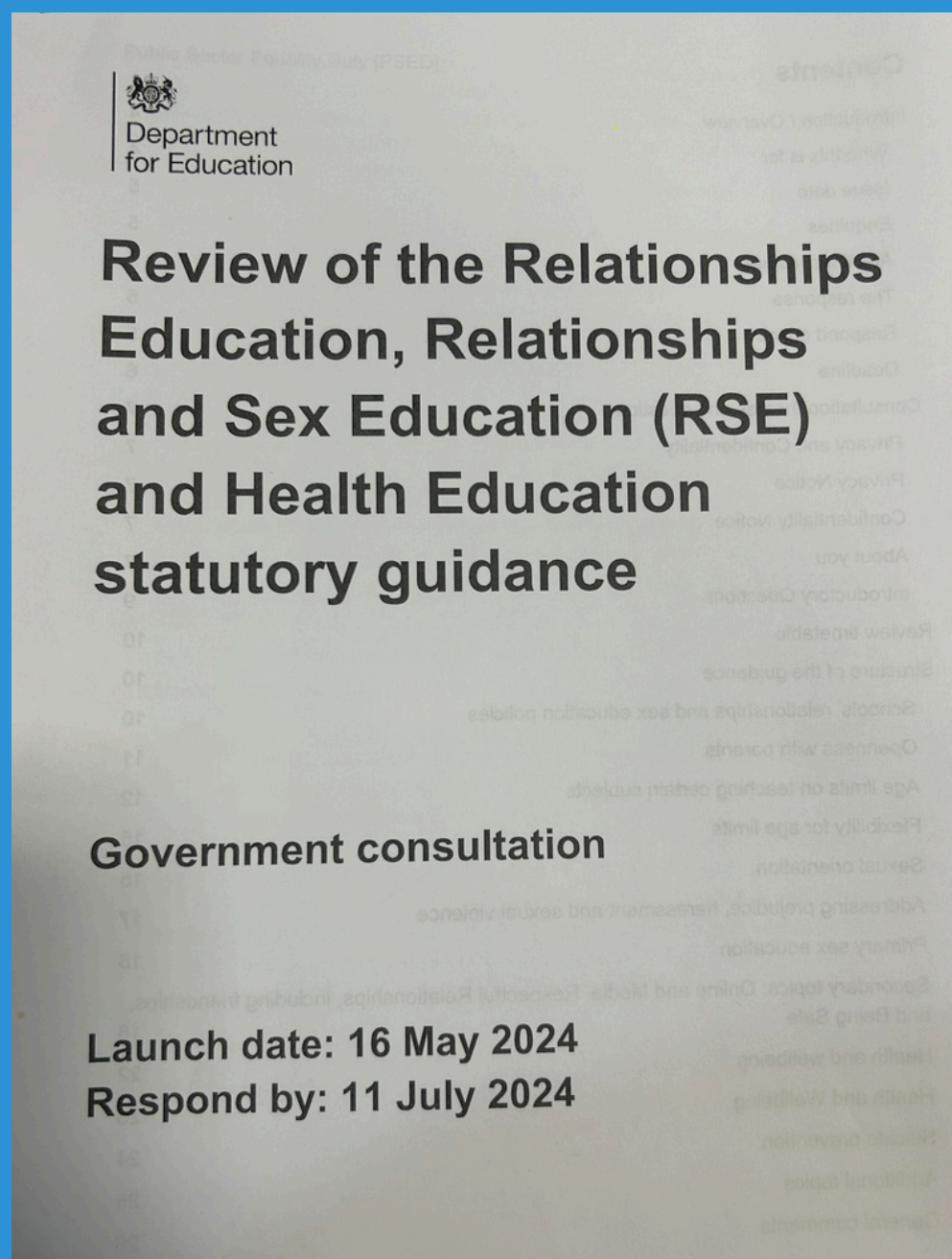
**Statutory guidance for governing bodies,
proprietors, head teachers, principals, senior
leadership teams, teachers**

PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

49. RELATIONSHIPS EDUCATION, RSE AND HEALTH EDUCATION MUST BE DIFFERENTIATED TO ENSURE THESE SUBJECTS ARE ACCESSIBLE FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES, INCLUDING IN SPECIAL SCHOOLS, AND PREPARE PUPILS FOR ADULTHOOD, AS SET OUT IN THE SEND CODE OF PRACTICE.

50. SCHOOLS SHOULD BE AWARE THAT PUPILS WITH SEND MAY BE MORE VULNERABLE THAN THEIR PEERS TO HARMFUL SEXUAL BEHAVIOUR, SEXUAL ABUSE, EXPLOITATION, BULLYING AND OTHER ISSUES. RSHE CAN BE PARTICULARLY IMPORTANT FOR THESE PUPILS, PARTICULARLY THOSE WITH SOCIAL, EMOTIONAL AND MENTAL HEALTH NEEDS OR LEARNING DISABILITIES.

What changes are being proposed?



THE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION AND HEALTH EDUCATION (ENGLAND) REGULATIONS 2019, MADE UNDER SECTIONS 34 AND 35 OF THE CHILDREN AND SOCIAL WORK ACT 2017, MAKE RELATIONSHIPS EDUCATION COMPULSORY FOR ALL PUPILS RECEIVING PRIMARY EDUCATION.

DFE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION AND HEALTH EDUCATION GUIDANCE (PAGE 8)

SEX EDUCATION (PRIMARY)

71. THE AIM OF TEACHING ASPECTS OF SEX EDUCATION IN PRIMARY IS NOT TO PREPARE PUPILS FOR SEXUAL ACTIVITY IN LATER LIFE. IT SHOULD ONLY FOCUS ON GIVING PUPILS THE INFORMATION THEY NEED TO UNDERSTAND HUMAN REPRODUCTION AND FOR THEIR OWN SAFETY. TO ENSURE THE CONTENT DOES NOT GO BEYOND THIS, SCHOOLS SHOULD TAKE ACCOUNT OF THE AGE RESTRICTIONS SET OUT IN THE SECONDARY RSHE CURRICULUM TABLES, WHICH ARE CLEAR THAT SOME TOPICS SHOULD NOT BE TAUGHT BEFORE SECONDARY SCHOOL.

72. SEX EDUCATION IS NOT COMPULSORY IN PRIMARY SCHOOLS, BUT THE DEPARTMENT RECOMMENDS THAT PRIMARIES TEACH SEX EDUCATION IN YEARS 5 OR 6 (THIS SHOULD BE TAUGHT NO EARLIER THAN YEAR 5) IN LINE WITH WHAT PUPILS LEARN ABOUT CONCEPTION AND BIRTH AS PART OF THE NATIONAL CURRICULUM FOR SCIENCE. THE NATIONAL CURRICULUM FOR SCIENCE INCLUDES SUBJECT CONTENT IN RELATED AREAS, SUCH AS THE MAIN EXTERNAL BODY PARTS, THE HUMAN BODY AS IT GROWS FROM BIRTH TO OLD AGE (INCLUDING PUBERTY) AND REPRODUCTION IN SOME PLANTS AND ANIMALS. SCHOOLS MAY ALSO COVER HUMAN REPRODUCTION IN THE SCIENCE CURRICULUM, BUT WHERE THEY DO SO, THIS SHOULD BE IN LINE WITH THE FACTUAL DESCRIPTION OF CONCEPTION IN THE SCIENCE CURRICULUM.

73. PRIMARY SCHOOLS SHOULD CONSULT PARENTS ABOUT THE DETAILED CONTENT OF ANYTHING THAT IS TO BE TAUGHT IN SEX EDUCATION. THIS PROCESS SHOULD INCLUDE OFFERING PARENTS SUPPORT IN TALKING TO THEIR CHILDREN ABOUT SEX EDUCATION AND HOW TO LINK THIS WITH WHAT IS BEING TAUGHT IN SCHOOL.

Why?

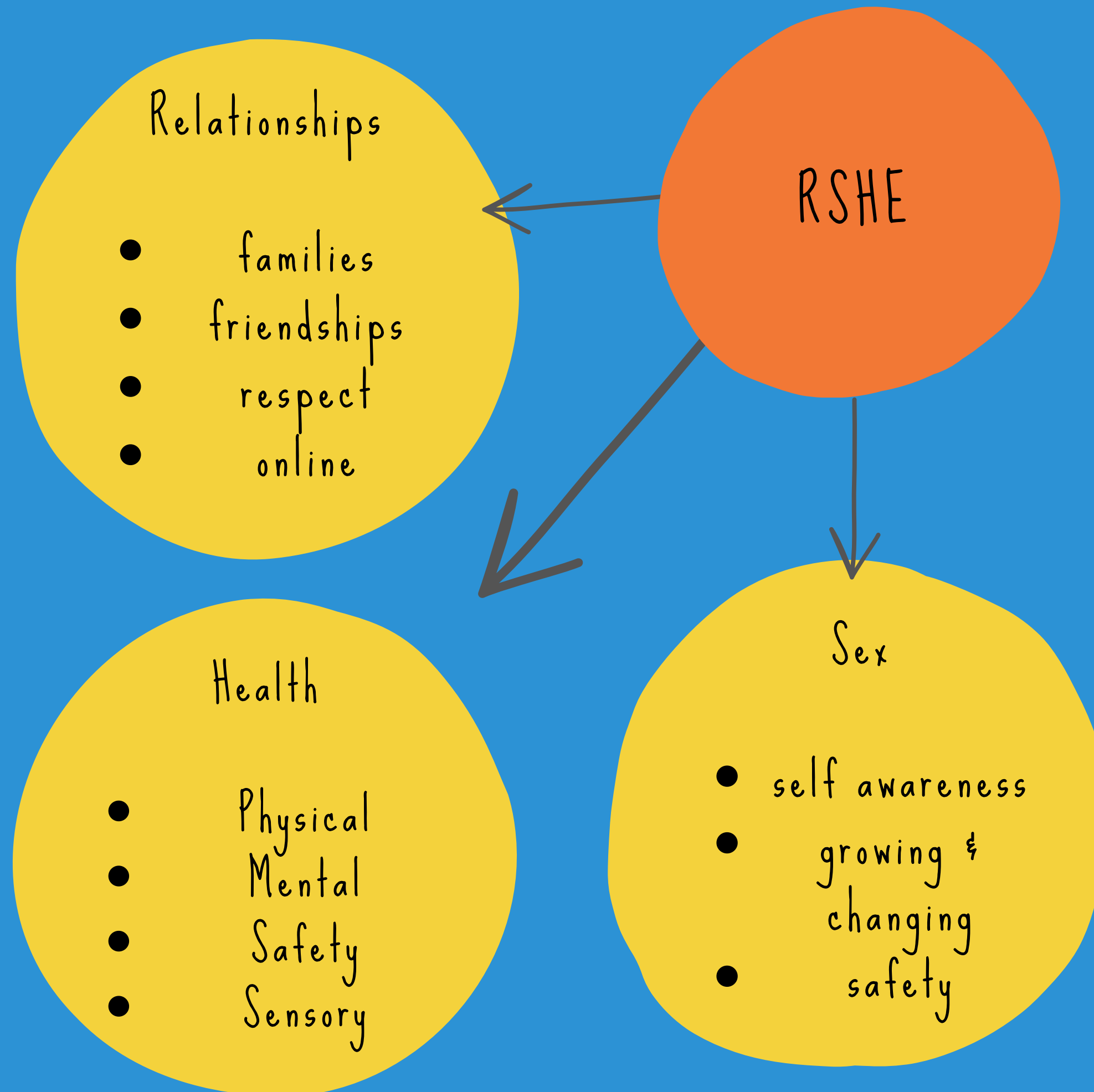
- **TO KEEP OUR CHILDREN SAFE**
- **TO PREPARE THEM FOR THE TRANSITION IN TO SECONDARY EDUCATION AND THE OUTSIDE WORLD**
- **TO SUPPORT INTERACTIONS WITH MEMBERS OF SOCIETY IN A POSITIVE & APPROPRIATE WAY**
- **TO HELP OUR CHILDREN UNDERSTAND WHAT HEALTHY, RESPECTFUL, AND LOVING RELATIONSHIPS LOOK LIKE.**
- **TO RESPECT THEMSELVES AND OTHERS**

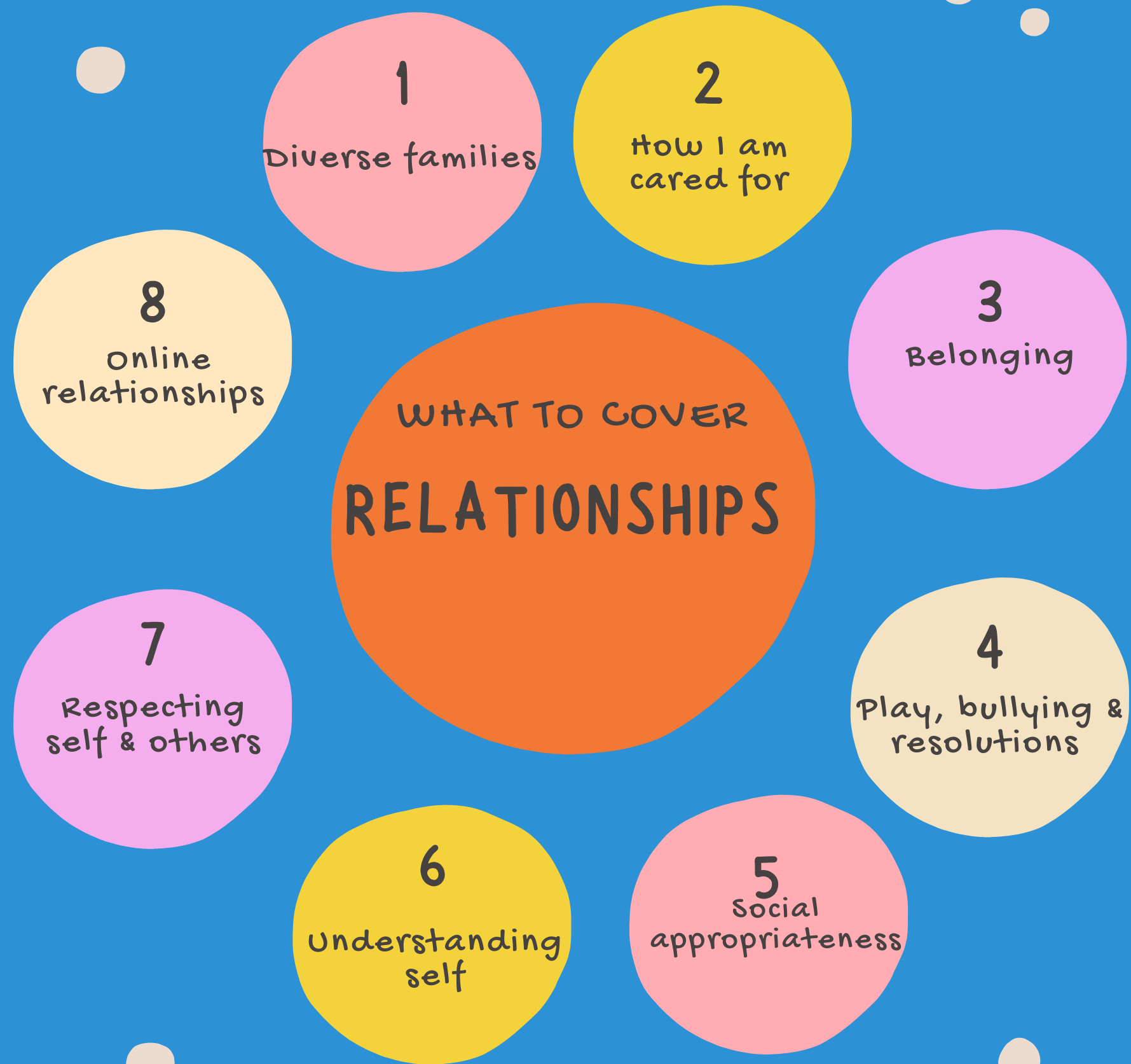


How can this be taught?

- **THROUGH A ROBUST PSHE/SEMH CURRICULUM**
PE
SCIENCE/TOPIC
COMPUTING
ASSEMBLIES
- **AS A SPIRAL CURRICULUM WHERE EACH TOPIC IS REVISITED EACH YEAR AND PRIOR KNOWLEDGE IS BUILT UPON**
- **THEME WEEKS AND EVENTS E.G. ANTI-BULLYING WEEK, PRIDE**
- **INCIDENTALLY AS PHYSICAL AND SENSORY NEEDS ARE ADDRESSED**

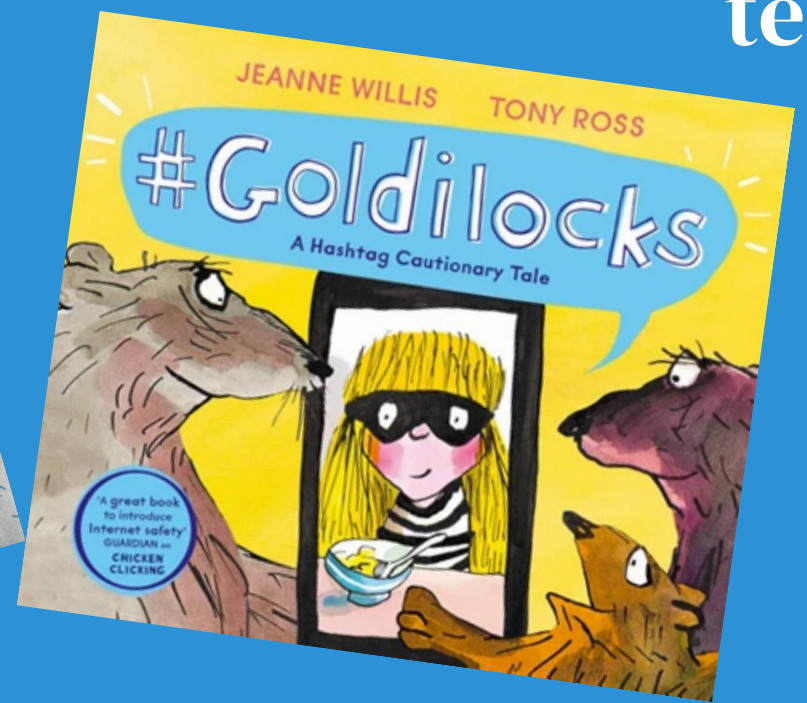
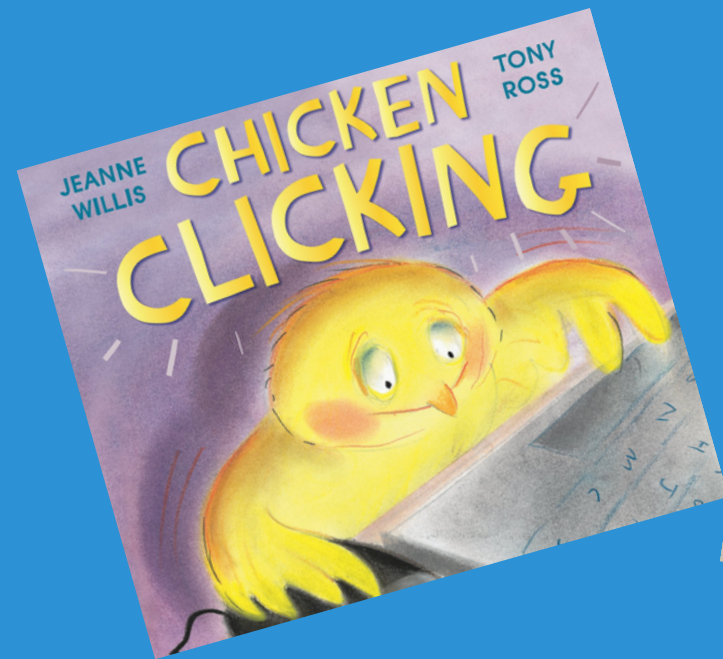








Through a comprehensive collection of picture books, literature, sensory stories and resources to help you teach young children about positive relationships.

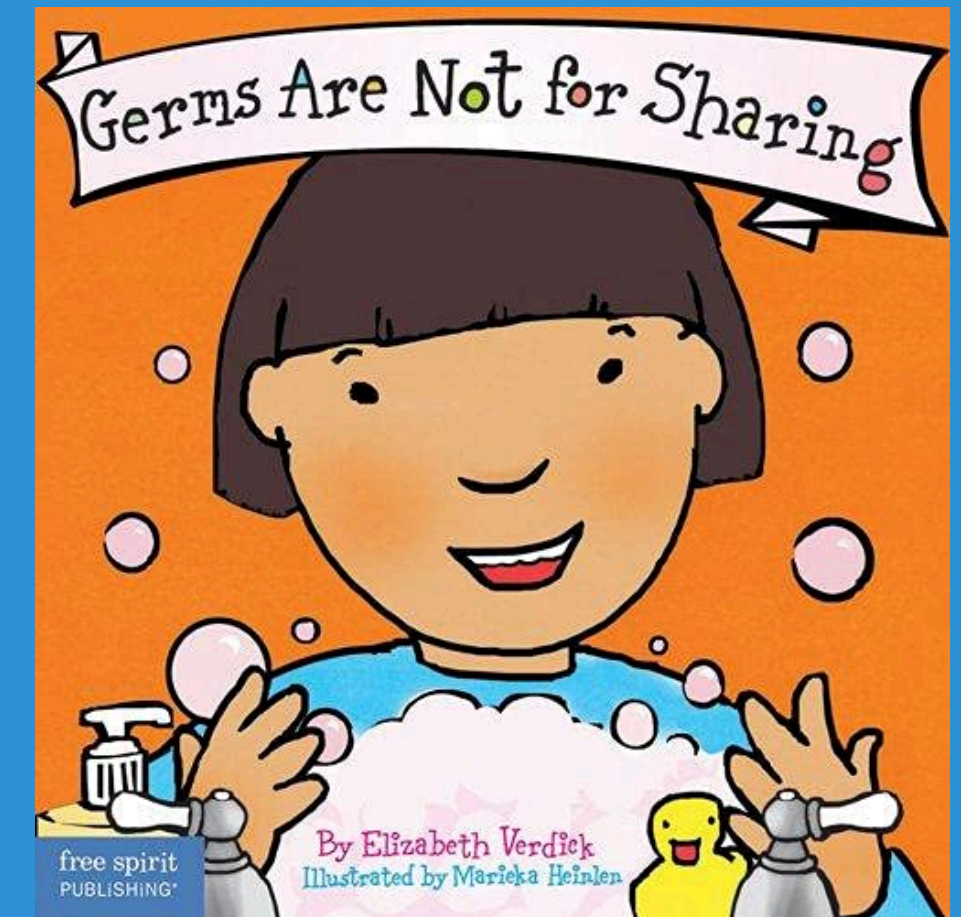
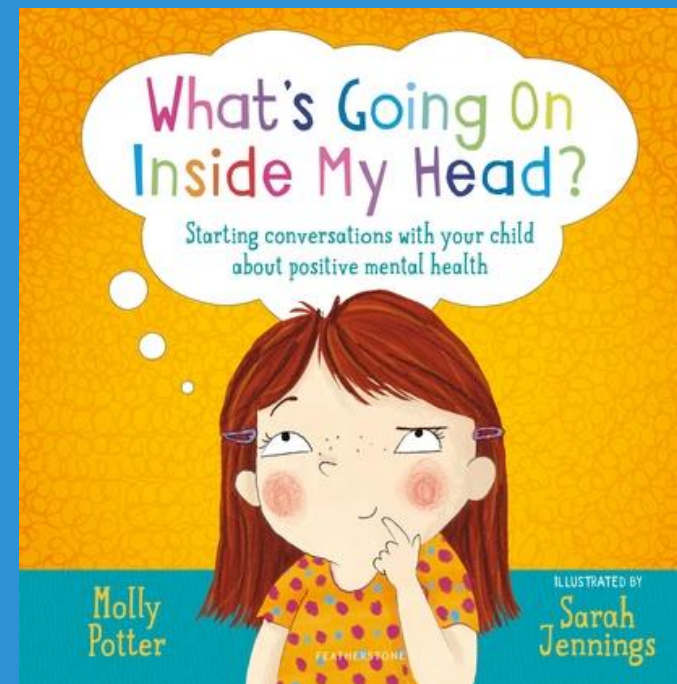
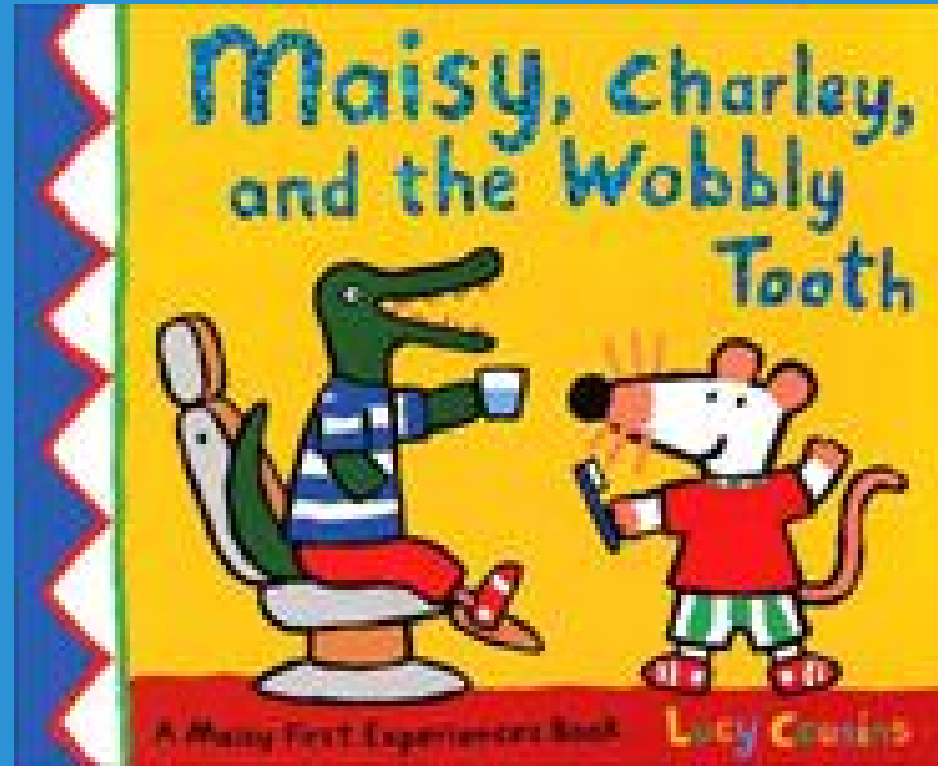




NOT BEFORE YEAR 3

Risks relating to online gaming, scams, fraud & financial harms linked to gaming

social media restrictions



WHAT TO COVER
SEX EDUCATION

1

my changing
body

2

life cycles

3

safety

4

where do I
come from?

5

biological sex
& gender
reassignment

teach about healthy,
loving relationships
regardless of sexual
orientation.

facts around
biological sex &
gender reassignment
- legal age 18

**NOT BEFORE
YEAR 4**

Growth, change &
adolescent body,
including human
lifecycle

puberty

**NOT BEFORE
YEAR 5**

conception and
birth should be
taught as part of
the NC for science

Parental right to withdraw

THE GOVERNMENT IN ENGLAND STRONGLY RECOMMEND THAT ALL PRIMARY SCHOOLS IN ENGLAND TEACH SEX EDUCATION AS PART OF THEIR PSHE CURRICULUM.

THIS IS NON STATUTORY, AND PARENTS/FAMILIES HAVE THE RIGHT TO WITHDRAW THEIR CHILD FROM THIS ELEMENT OF THE PSHE CURRICULUM.

HOWEVER, SOME ASPECTS OF SEX EDUCATION ARE TAUGHT WITHIN THE SCIENCE CURRICULUM WHICH IS STATUTORY, AND PARENTS/FAMILIES DO NOT HAVE THE RIGHT TO WITHDRAW THEIR CHILD FROM THIS AREA OF LEARNING.



Sex Education in science



TO IDENTIFY AND DESCRIBE THE BASIC NEEDS OF ANIMALS, INCLUDING HUMANS, FOR SURVIVAL (WATER, AIR, FOOD)

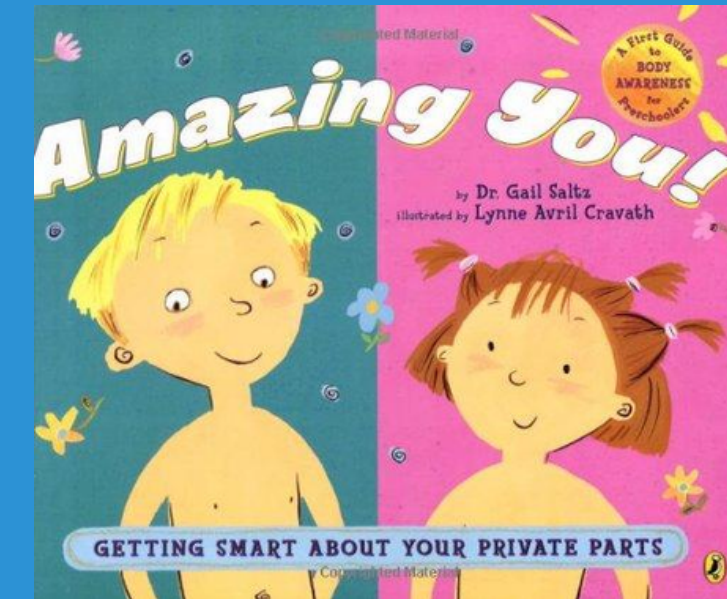
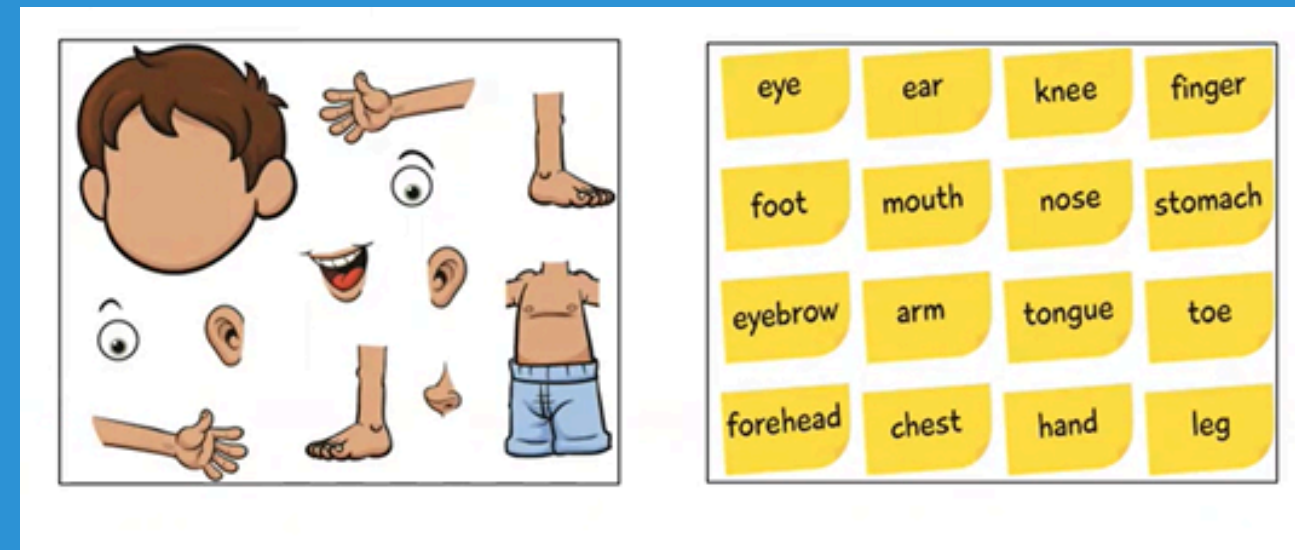
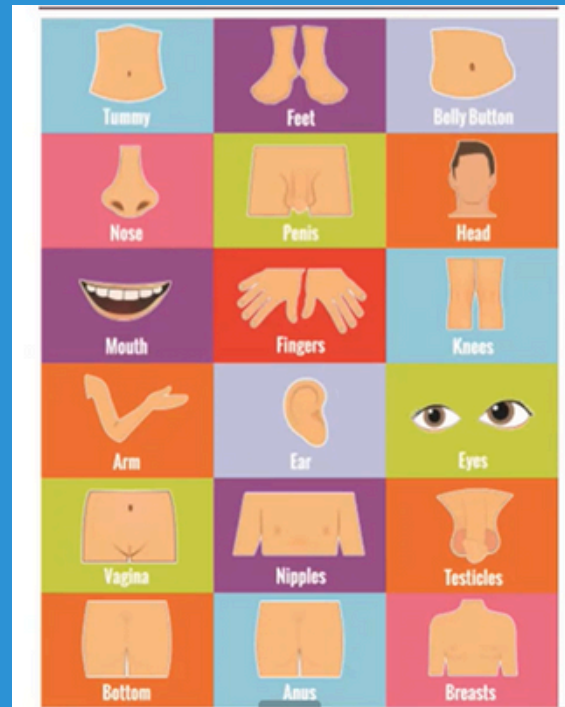
DESCRIBE THE IMPORTANCE OF EXERCISE, NUTRITION AND HYGEINE

TO NOTICE THAT ANIMALS, INCLUDING HUMANS, HAVE OFFSPRING THAT GROW INTO ADULTS

LOOK AT STAGES OF GROWTH AND DEVELOPMENT

LIFE CYCLES OF DIFFERENT TYPES OF ANIMALS AND PLANTS





Starlings
Pink and Blue
Celebrating Differences
Growing Up
Getting Older
Growing Up
Our Bodies
Getting Older
Growing Up
ink saving Eco



Staff guides to sensitive topics



RSHE: MASTURBATION

How should we respond to sexual exploration?

Katie GM

The cover features a blue background with a pattern of small white hearts. At the top right is the Kingsbury logo. The title 'RSHE: MASTURBATION' is written in a large, white, hand-drawn font. Below the title, the question 'How should we respond to sexual exploration?' is written in a smaller white font. The central illustration shows two children, a boy and a girl, smiling and holding hands. The boy is wearing a yellow shirt and the girl is wearing a red dress. There are several small white stars scattered around the children. The name 'Katie GM' is written in the bottom right corner.



RSHE: CONSENT & PERSONAL SPACE

How can we support children to respect others' bodies?

Katie GM

The cover features a teal background with a pattern of small white hearts. At the top right is the Kingsbury logo. The title 'RSHE: CONSENT & PERSONAL SPACE' is written in a large, white, hand-drawn font. Below the title, the question 'How can we support children to respect others' bodies?' is written in a smaller white font. The central illustration shows two children, a boy and a girl, smiling and holding hands. The boy is wearing a yellow shirt and the girl is wearing a pink dress. There is a small black silhouette of a person standing on a circular platform above them. There are several small white stars scattered around the children. The name 'Katie GM' is written in the bottom right corner.



RSHE: PUBERTY

How can we support children to prepare for puberty?

Katie GM

The cover features a purple background with a pattern of small white hearts. At the top right is the Kingsbury logo. The title 'RSHE: PUBERTY' is written in a large, white, hand-drawn font. Below the title, the question 'How can we support children to prepare for puberty?' is written in a smaller white font. The central illustration shows a diverse group of people, including children and adults, representing different stages of life and backgrounds. There is a small pink calendar icon above the group. There are several small white stars scattered around the group. The name 'Katie GM' is written in the bottom right corner.



References and resources

- [DRAFT STATUTORY RSHE GUIDANCE \(DFE 2024\)](#)
- [RELATIONSHIPS AND SEX ED. EASY READ VISION STATEMENT SEXUALITY_RELATIONSHIPS_VISION_STATEMENT.PDF \(MENCAP.ORG.UK\)](#)
- [RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION \(RSE\) AND HEALTH EDUCATION STATUTORY GUIDANCE FOR GOVERNING BODIES, PROPRIETORS, HEAD TEACHERS, PRINCIPALS, SENIOR LEADERSHIP TEAMS, TEACHERS 2020](#)
- [EQUALS: MY CITIZENSHIP, 2020](#)
- [HTTPS://CONSULT.EDUCATION.GOV.UK/RSHE-TEAM/REVIEW-OF-THE-RSHE-STATUTORY-GUIDANCE/](https://consult.education.gov.uk/rshe-team/review-of-the-rshe-statutory-guidance/)
- [HTTPS://WWW.TWINKL.CO.UK/RESOURCES/SPECIAL-EDUCATIONAL-NEEDS -SEN-CURRICULUM-SUPPORT-FOUNDATION-SUBJECTS/SEN-PSHE/RSHE-PSHE-FOUNDATION-SUBJECTS-CURRICULUM-SUPPORT-SEND-INCLUSION](https://www.twinkl.co.uk/resources/special-educational-needs-sen-curriculum-support-foundation-subjects/sen-pshe/rshe-pshe-foundation-subjects-curriculum-support-send-inclusion)