

# "Understanding RSE and PSHE in Schools"

Guidance for Parents

# "What is Relationships and Sex Education (RSE)?"

- **Summary:**

- RSE stands for *Relationships and Sex Education*, which helps children develop the skills to form **respectful, healthy relationships**.
- The curriculum is designed to be **age appropriate**.
- Children learn about topics at the right stage of their development.

# "What is Relationships and Sex Education (RSE)?"

- **Key themes in RSE** include:
- Relationships
- Living in the Wider World
- Health and Wellbeing

# "What is Relationships and Sex Education (RSE)?"

- RSE also plays a crucial role in **safeguarding children**
- It helps them identify **unsafe situations and seek help** when needed.
- Beachborough follows **government guidelines** to ensure a well-balanced and respectful approach to teaching RSE

## PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL

|        | 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 are; 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 us; 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 is; needs and wants; looking after money                | Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help | Growing older; naming body parts; 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 used; 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 reframing setbacks   | Risks and hazards; safety in the local environment and unfamiliar places |
| Year 4 | Positive friendships, including online                 | Responding to hurtful behaviour; managing confidentiality; recognising risks online  | 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  | Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty | Medicines and household products; drugs common to everyday life          |



PSHE EDUCATION: LONG-TERM OVERVIEW – CROSS-PHASE MODEL

|        | Autumn 1   | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2  |
|--------|--|--|--|--|--|---|
| Year 5 | <b>Respect and bullying:</b><br>Mutual respect; Sharing points of view; Stereotypes; Types of bullying and how to get help; Discrimination                           | <b>Mental wellbeing:</b><br>Taking care of mental health and emotional wellbeing; Managing challenges; Seeking support for themselves and others   | <b>Staying safe:</b><br>Privacy and personal boundaries; Acceptable and unacceptable contact; Permission-seeking and giving; Personal safety, including FGM  | <b>Careers:</b><br>Career types; challenging career stereotypes; Enterprise project -<br>CROSS-YEAR, GROUP WITH Y7   | <b>Substances:</b><br>Drugs common to everyday life; Risks and effects of alcohol and smoking; Rules and laws  | <b>Keeping active:</b><br>Benefits of a balanced lifestyle; Balancing internet use; How physical activity affects wellbeing   |
| Year 6 | <b>Personal Identity:</b><br>What contributes to who we are; Personal strengths; Interests; Setting goals; Managing setbacks; New opportunities and responsibilities | <b>Puberty and reproduction:</b><br>Menstrual wellbeing; Managing the changes of puberty; Developing independence; How a baby is made  | <b>Health and hygiene:</b><br>Making informed choices regarding a healthy lifestyle, including nutrition; Hygiene and bacteria and viruses; Allergies and getting help in an emergency; Vaccination and immunisation | <b>Managing change:</b><br>Developing friendship skills; Changing and ending friendships; Managing change, loss and bereavement; Sources of support        | <b>Media literacy:</b><br>How data is shared and used online; Evaluating reliability of sources; Misinformation and targeted information; Choosing age-appropriate TV, games and online content; Influences relating to gambling | <b>Friendships and staying safe:</b><br>Opportunities to connect online; The nature of online-only friendships; Reporting harmful content and contact; Staying safe online      |
| Year 7 | <b>Economic wellbeing:</b><br>Evaluating value for money; Debt, fraud and personal values around finance; Financial exploitation                                     | <b>Healthy lifestyles:</b><br>Physically and mentally healthy lifestyles; Healthy sleep habits; Dental health; Managing stress; Accessing health services  | <b>Substances:</b><br>Facts, misconceptions and social norms regarding drugs, alcohol and tobacco; Influence and risks relating to substance use   | <b>Careers:</b><br>Developing enterprise skills; The world of work and young people's employment rights; Enterprise project -<br>CROSS-YEAR, GROUP WITH Y5 | <b>Relationships:</b><br>Healthy and positive relationships, including intimate relationships; Expectations and stereotypes in relationships; Managing strong feelings; The concept of consent                                   | <b>Friendships and diversity:</b><br>Respectful relationships and conflict resolution, including online; Equality, diversity and tackling prejudice; Bullying, including online |
| Year 8 | <b>Careers:</b><br>Life and career aspirations; Personal strengths and skills for employment; Stereotypes; Routes into careers; Progression routes; Online presence  | <b>Friendships and managing influences:</b><br>Managing social influence, peer pressure and peer approval; Strategies to manage pressure to conform within a group and in relation to substance use. | <b>Relationships:</b><br>Stereotypes and expectations of gender roles, behaviour and intimacy; Consent in intimate situations; Introduction to contraception and sexual health.                                      | <b>First aid and keeping safe:</b><br>First aid including CPR and defibrillator use; Personal safety including travel safety                               | <b>Mental health and wellbeing:</b><br>Attitudes to mental health and emotional wellbeing; Digital resilience; Body image; Healthy and unhealthy coping strategies; Seeking support for themselves and others                    | <b>Moving forward:</b><br>Personal strengths, celebrating successes and setting goals; Moving on to a new school; Managing change   |

# Government RSE Guidance

"Key Points from the Government's RSE Guidelines"

## Summary Points:

- The **Department for Education** sets statutory guidelines on RSE to ensure students receive age-appropriate education.
- Key aspects of the **government RSE policy** include:
  - **Relationships education** for primary school (teaching respect, friendships, and family structures).
  - **Relationships and sex education (RSE)** for secondary school, including topics such as consent, puberty, sexual health, and online safety.

# Government RSE Guidance

"Key Points from the Government's RSE Guidelines"

## Summary Points:

- Parents have the **right to review curriculum content** and discuss any concerns with the school.
- Schools must ensure lessons are **inclusive** and respect the diversity of students, including considerations around LGBTQ+ education.
- The curriculum emphasizes **online safety**, helping students understand digital risks, privacy, and appropriate online behaviour.
- **Safeguarding:** RSE supports students in recognizing **unhealthy relationships** and knowing where to seek help.



# The Role of PSHE in RSE

"How PSHE Supports RSE Learning"

## Summary Points:

- Beachborough use the **PSHE Association Schemes of Work**
- Integration of RSE into a broader personal development curriculum

# The Role of PSHE in RSE

"How PSHE Supports RSE Learning"

## Summary Points:

- The **PSHE (Personal, Social, Health, and Economic) curriculum** provides structure and lessons that include RSE, ensuring a **holistic approach** to personal development.
- **Key Benefits of PSHE in RSE:**
  - **Age-appropriate learning:**
    - Gradual introduction of concepts about relationships, emotions, and safety.
  - **Critical thinking skills:** Helps children navigate social situations, online interactions, and personal relationships.
  - **Emotional wellbeing:** Supports conversations about mental health, resilience, and self-confidence.
  - **Inclusivity & Respect:** Teaches children to value diversity, different family structures, and respectful interactions.

# The Role of PSHE in RSE

"How PSHE Supports RSE Learning"

## Summary Points:

- **How RSE is integrated within PSHE lessons:**
  - Young children learn about **friendships, kindness, and understanding emotions.**
  - Older students discuss **boundaries, consent, and online safety.**
  - Schools use **real-life scenarios** to encourage safe and open discussions.
- By embedding RSE into PSHE, schools ensure students develop a **strong foundation in healthy relationships and personal wellbeing.**

# "Common Questions and Concerns"

## 1. What if I don't agree with some of the topics?

1. Schools follow **statutory guidance**, ensuring RSE is taught in a balanced and respectful way.
2. Parents can review teaching materials and engage in discussions with schools  
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# “Common Questions and Concerns”

1. What if I don't agree with some of the topics?.

## Primary School (Ages 4–11)

- Parents **cannot** withdraw their child from **Relationships Education** (which covers friendships, family relationships, and online safety).
- Parents **can** withdraw their child from **Sex Education** lessons that are **not part of the National Curriculum for Science**.
- However, topics like **puberty and reproduction** are covered in **Science** and children **cannot** be withdrawn from these lessons.



# "Common Questions and Concerns"

1. What if I don't agree with some of the topics?.

## Secondary School (Ages 11–16)

- Parents **can** withdraw their child from **Sex Education** lessons up until **three terms before their 16th birthday**.
- After this point, students have the **right to opt into Sex Education themselves**, even if their parents previously withdrew them.
- Parents **cannot** withdraw their child from **Health Education**, which includes **mental wellbeing, puberty, and online safety**.

# "Common Questions and Concerns"

## 1. At what age do children start learning about certain topics?

In **RSE (Relationships and Sex Education)**, different topics are introduced at age-appropriate stages:

- **Friendships and Emotions:**
  - **(3-7) Early Years**
    - Focuses on understanding emotions, kindness, and forming positive friendships.
  - **(7-11) Primary School**
    - Teaches conflict resolution, empathy, and healthy relationships.
- **Puberty and Relationships:**
  - **(9-11) Upper Primary** : Introduces puberty, body changes, and emotional wellbeing.
  - **(11-16) Secondary School:**
    - Covers relationships, consent, online safety, and sexual health.

# "Common Questions and Concerns"

## 1.How do schools ensure cultural and religious sensitivity?

1. Lessons respect **diverse backgrounds** and encourage conversations with parents.
2. Schools aim to foster **inclusive discussions** while maintaining curriculum requirements.

# "Common Questions and Concerns"

## How can I continue these discussions at home?

- Parents play a crucial role—talking openly helps children build **trust and understanding**.
- Using **age-appropriate books and resources** can support conversations.

# "Where Can Parents Find More Information?"

Beachborough School RSE Policy on school webpage [School Policies | Private School Northampton | Beachborough School](#)

## **PSHE Association website**

- Useful government resources and guides [Relationships and sex education \(RSE\) and health education - GOV.UK](#)
- Encourage open conversations with children about RSE topics



# The Role of the RSE/PSHE Co-ordinator

- To be aware of that teaching of RSE and PSHE can be a contentious issue for the school community and as such there is a responsibility to listen to concerns from parents, students, and staff and provide reassurance on the curriculum.
- To continually think about how the school can adapt our practice, while ensuring statutory content is delivered in a way in which all children and young people feel safe, supported and included and that their families are represented.