

Introducing Our New Relationships, Sex & Health Education (RSHE) Curriculum from September 2026



What is RSHE?

Relationships

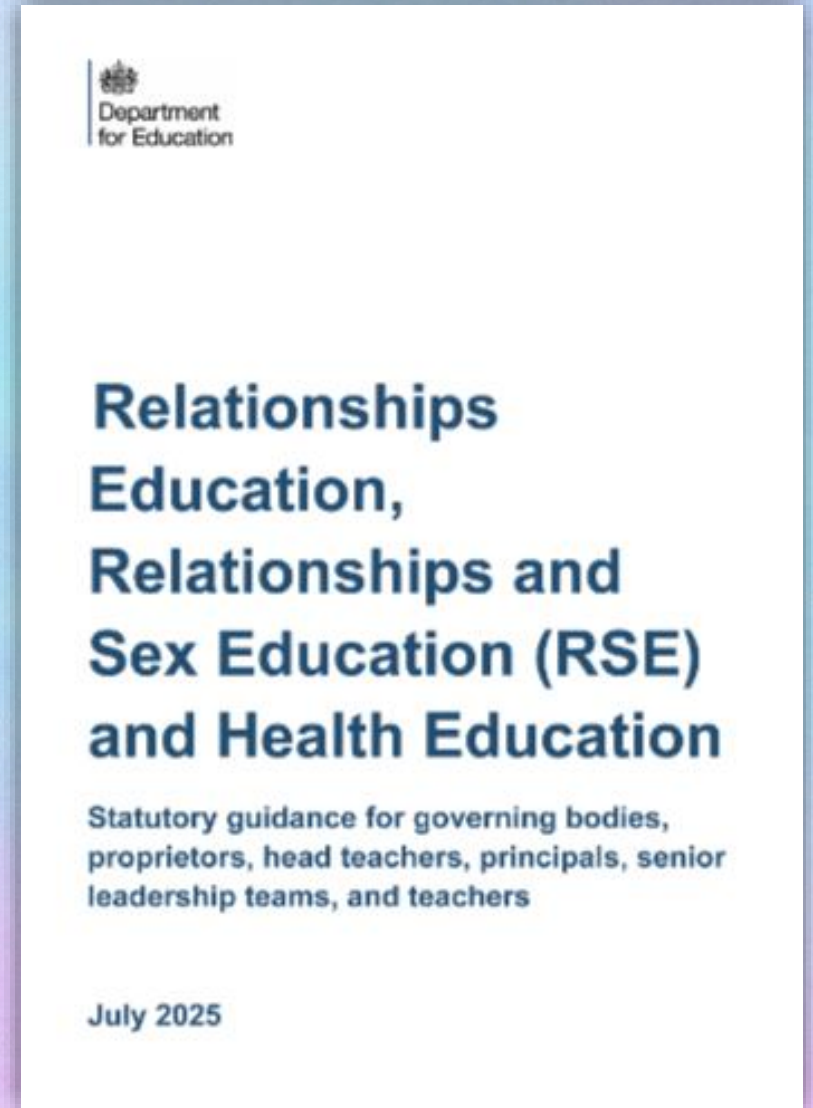
Sex

Health

Education

Primary schools are required by law to teach Relationships Education and Health Education

Veritas has chosen NOT to teach Sex Education.



The purpose of this 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.
- Purpose of parent consultation

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.

RSHE supports pupils' wellbeing, safety and personal development.



Teaching RSHE 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:

1

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:

2

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.

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)

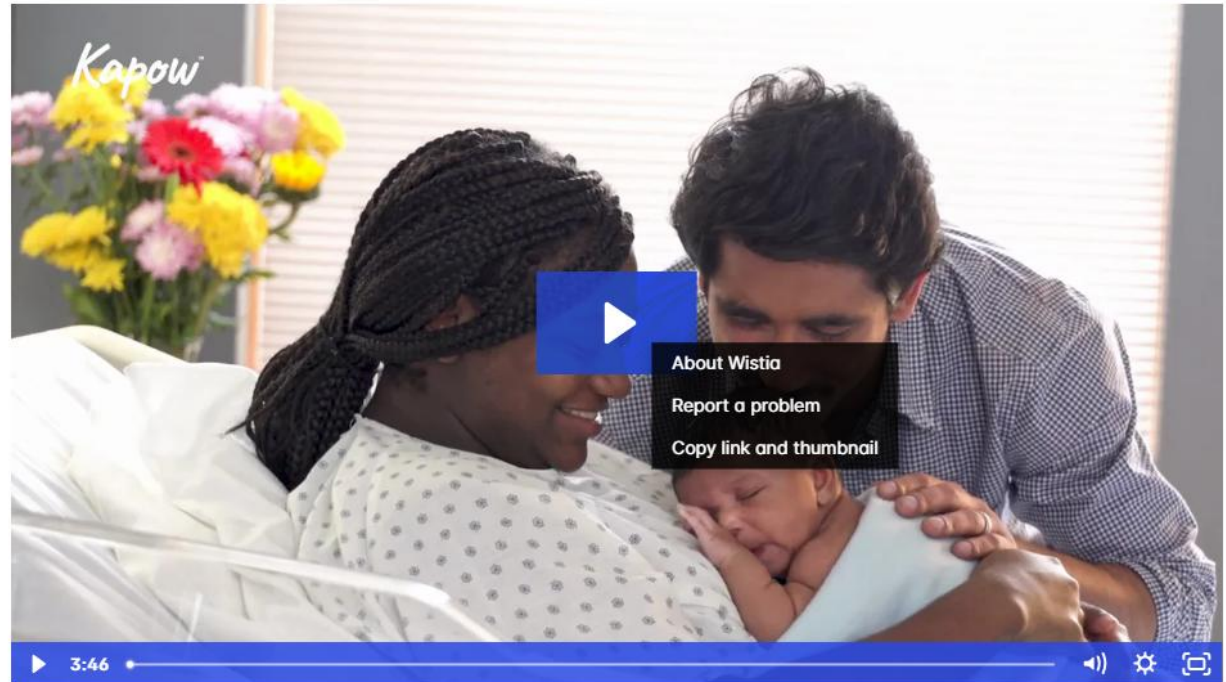
- Find out about different forms of reproduction in some plants and animals (including sexual reproduction).

Non-statutory sex education

Primary schools can choose whether to teach additional sex education and many do. Parents and carers can withdraw their child from these lessons if they wish.

Sex education (Y6)

- Reproductive organs and their functions.
- Conception, including sexual intercourse and IVF.
- Pregnancy, birth and how babies develop.
- Different routes to parenthood and the responsibilities of caring for a baby.



Watch from 0:00 to 1:39

Veritas has chosen NOT to teach non-statutory Sex Education.

Age-Appropriate Learning

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

My healthy self

Connecting with others

The online world

Citizenship

Health protection

Staying safe

Growing up

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

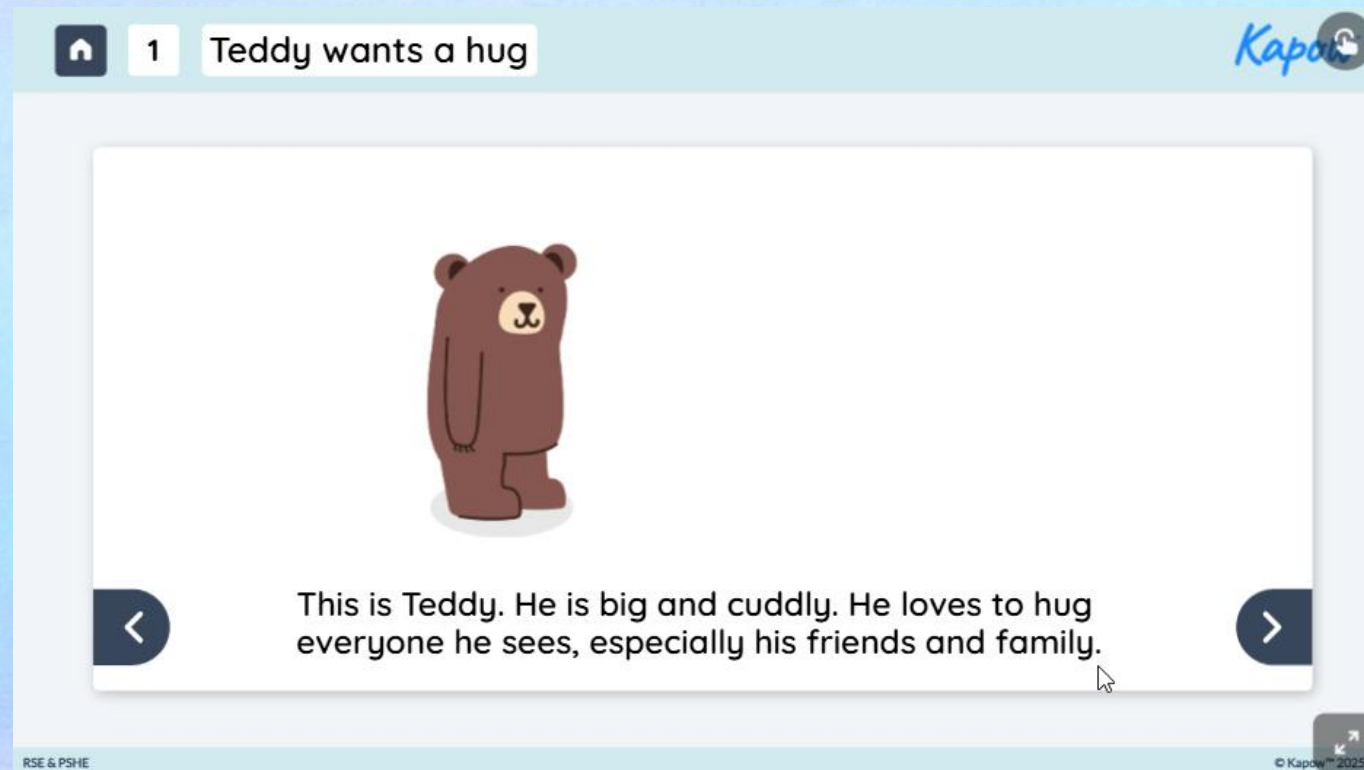
Safe and sensitive RSHE teaching

- 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

Clear ground rules are introduced in the first RSHE lesson in each year to support respectful discussion.



Safe and sensitive RSHE teaching

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

Sensitivities

- 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.

Safe and sensitive RSHE teaching

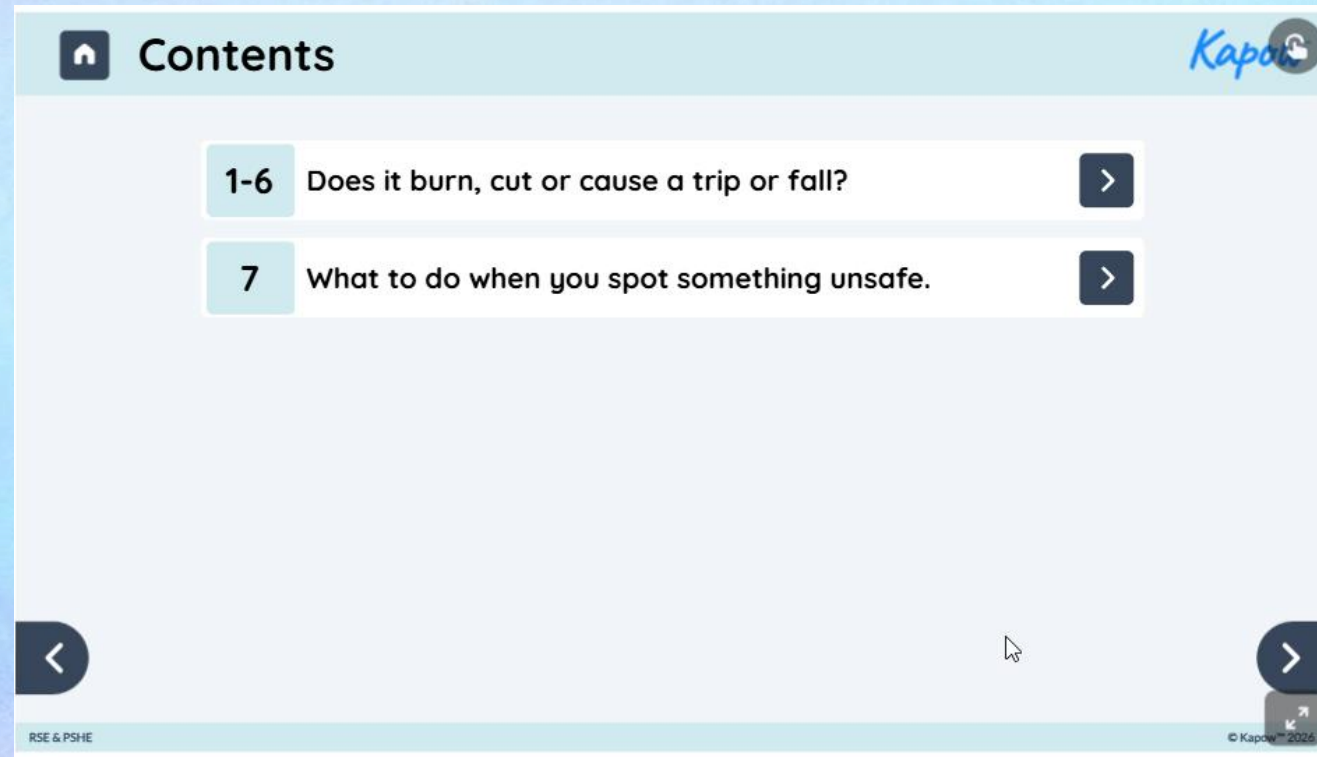
Fictional scenarios and diverse characters help pupils explore situations from an outside perspective and understand that people can respond differently.



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.



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

Safe and sensitive RSHE teaching

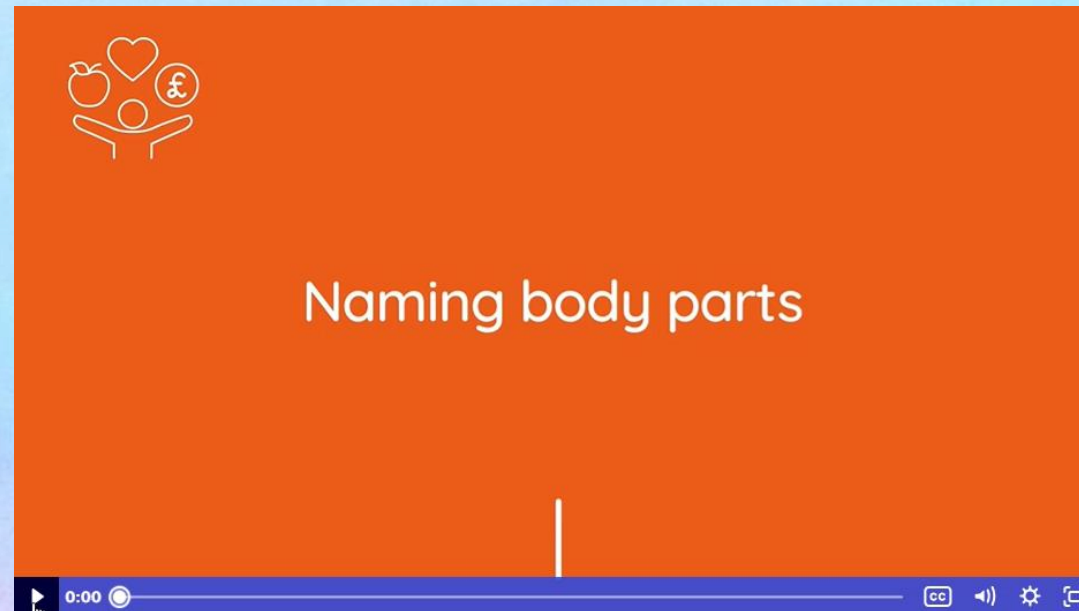
Questions are handled carefully and appropriately.



Pupils are encouraged to add questions to an Ask-It Basket, giving teachers time to think about how to answer them carefully and appropriately for the age of pupils.

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 used in 'Growing Up'

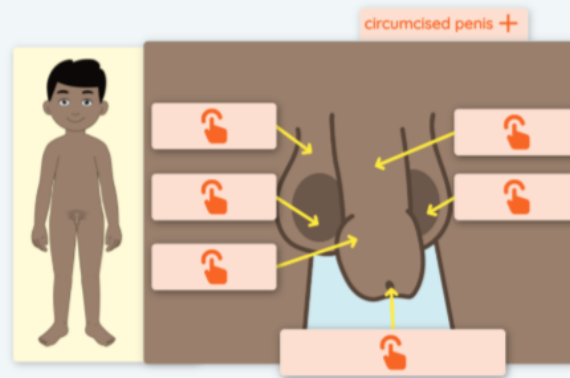
Year 2

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



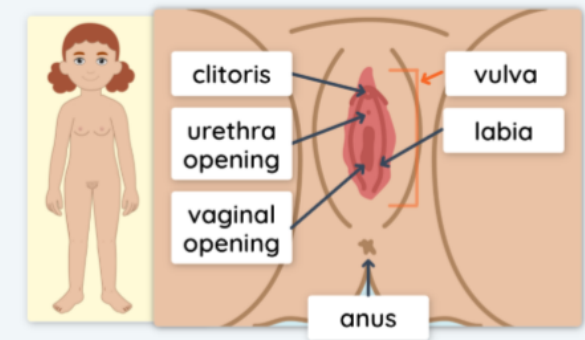
Year 4

- 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 >](#)

RSHE options for parents or carers

You have the right to:

- View the school's RSHE policy on the website.
- Ask to see RSHE lesson materials in advance.
- Request to withdraw your child from non-statutory sex education lessons – however Veritas has made the decision NOT to teach sex education.



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.

Schools complement and reinforce what parents teach

As a parent, **you** teach **your child** important lessons about:

- Healthy relationships.
- How to look after themselves.
- Staying safe.

The new curriculum respects and values what you teach your child.

What Veritas teaches will complement and reinforce what you teach.



We, as your child's school, teach in a way that reflects the age and religious background of the pupils.

Year 1 and Year 2: Top tips - how to help at home

- Listen to your child's joys, concerns and worries without judgement and spend time with them talking about life in and outside of school.
- Ask gentle questions to see what your child already knows, before adding new information. Don't assume that they know things because they use certain words. If you don't have the answer to your children's questions, it's OK to say that you don't know but will find out.
- Take time to play the online games your children like to play so that you can understand the features. You can find out if there is anything concerning you need to be aware of, such as safety features or parental controls which should be enabled.
- Model the appropriate language for body parts, reinforcing the terminology taught within school.
- Remind children that appropriate contact should make a person feel cared for and important. Explain that it might also include touch that hurts or is uncomfortable, but these instances should only be to keep the person safe and healthy (e.g. getting an injection, or pulling someone back from a passing car).
- Encourage children to communicate any unwanted touches. For example, respect their wishes if they say they do not want to be kissed, cuddled or tickled, or ask someone to stop. Showing children that their boundaries are respected is an important part of them understanding how to respect others.
- Remind your child that their body is their own and they don't have to let anyone touch it in a way that is unsafe and/or unwanted. Everyone else also has that right. This is the beginning of giving a child control over their body and teaching them about consent.

Year 3 and Year 4: Top tips - how to help at home

- Find time to talk, just the two of you – ‘check in’ with them while you’re doing things together, so they get used to talking about their feelings.
- You can help your children learn how to deal with their emotions in a healthy way by modelling coping skills at home. You can engage in these skills with your child or talk them through doing them on their own. Activities such as deep breathing, using stress balls, art (painting, colouring, doodling) or going for walks can be great strategies for coping with feeling
- Parental controls and privacy settings can help you manage how your child spends time online and help to keep them safe. Talk to your child before implementing any new settings and explain to them how different strategies can help to keep them safe.
- Show children it’s important to take care of their physical and mental health. Model good habits to them (e.g. “I can feel myself getting a bit wound up about that parking ticket again, so I’m going to have a walk / bath (or both!) to calm myself down!”).
- Start talking with your child about relationships, body changes, and growing up from a young age. This helps to normalise conversations and build healthy habits.

Year 5 and Year 6: Top tips - how to help at home

- Make time and space to be able to give your child your full attention to share stories, have discussions and work through challenges.
- Find ways to include your child in decision-making processes. This can help children feel that they are heard and valued. Something as simple as asking them whether they think you should prepare rice or pasta for dinner can show them they have a voice and give them the confidence to use it.
- Model safe and healthy internet use by using digital media and the internet in the way you want your child to use it now and in the future. For example, you might keep internet-connected devices out of bedrooms, and use technology for positive purposes.
- You might find that your child is more up to date with changing privacy and safety settings than you are! Ask your child to share what they know about online safety and the risks associated with using online platforms or the internet. Work together to adjust settings on devices and apps, emphasising the importance of keeping your child safe.
- Emotional ups and downs are a part of life. One of the best ways to address the concept of mental health and wellbeing is to let your child know that sometimes you feel flat too. It's important for your child to know that you'll be there for them when they're feeling flat or having a tough time. It can help just to say, 'I can see you're having a difficult day' letting your child know you are there to support them.
- Check any age restrictions on applications and social media as many should not be used by children under 13 years old. Discuss social media with your child and the risks of inappropriate content that they might see online. Encourage children to report anything that makes them feel uncomfortable to you, or via platforms, and take time to talk through why this content is offensive or inappropriate together.

FAQS

- Do you cover gender identity in RSE lessons?

No, the Kapow Primary scheme does not specifically cover gender identity as a topic, although lessons do cover identity more generally, helping children to understand themselves and others. Gender identity does not form part of the National Curriculum, and we would advise parents to speak to a member of staff with any questions or queries.

- What terminology do you use when talking about relationships?

We use the terms family, mom, dad, brother, sister, etc; we can discuss how all families are different. Some children may say some families have two dads or two moms, but no specific terminology or sexual identity is used.

- What do I do if I feel uncomfortable talking about certain topics with my child?

Creating a safe, open, supportive environment is important for children to be able to share their worries, concerns and thoughts. If you feel uncomfortable discussing topics with your child, be honest with them that you find it difficult and explain that you would like to give yourself some thinking time before you get back to them on any topics or questions. Seeking support from Veritas to help, such as discussing with class teachers or pastoral leads may help with how you could broach sensitive topics.