



Mercenfeld
Primary
School



BRADGATE
Education Partnership

Relationships Education Information Meeting

6th February 2025

Why teach Relationships Education?

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why it has become statutory for all primary age children to be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life.

The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Please note that all lessons taught are age-appropriate and that we adapt our lessons for each cohort.

Relationships Education

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

Health Education

By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

Draft Guidance - Key messages

- Continue to use the DfE [Relationships Education, RSE and Health Education Guidance](#) from 2019.
- Do not change curriculum content or policy on the basis of the 2024 draft guidance.
- Continue to develop and review your Relationships Ed Policy as required by the 2019 Guidance.
- It is likely that it will be a minimum of 2 years before any changes to RSHE guidance will be required, Autumn 2026 at the earliest.

Safeguarding

'Teaching children and young people about growing up, sex and relationships is vital for health, well-being and **safeguarding**. To ensure they do not become victims of sexual exploitation.'

Sex Education Forum

Children should be taught about the concept of privacy and implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe

Children should be taught that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact

Consent

Children should be taught the importance of permission-seeking in relationships with friends, peers and adults

What are the PANTS rules?



Privates are private +

Always remember your body belongs to you +

No means no +

Talk about secrets that upset you +

Speak up, someone can help +

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.

Sex education

Following guidance from the DfE, we define Sex Education as learning about 'how a (human) baby is conceived and born'.

This extends the learning about sexual reproduction in 'some plants and animals' required through the Science national curriculum. It also complements the statutory requirement to teach about puberty, as understanding sexual reproduction in humans enables children to understand the processes of puberty.

We understand that our teaching in sex education must be tailored to the needs and physical and emotional maturity of the pupils.

Our school has decided that Sex Education will be taught in Y6

Right to be excused from Sex Education

Parents/carers have the right to request that their child be excused from some or all of Sex Education delivered as part of statutory Relationships Education.

Drug Education

Year 2:

- Understand how substances can effect our body e.g. medicine
- Understand how medicines can help but they also have risks
- Explain why people have immunisations
- Understand ways to feel better without medicines
- Understand that all drugs can be harmful
- Identify situations where risky substances are present

Year 4:

- Understand more about different drugs (medicine, alcohol, cigarettes) and their effects
- Understand how medicines are used and administered
- Understand immunisations
- Know the basic safety rules for medicine and how to act if unknown substances are found
- Recognise influences from peers, media etc. surrounding drugs e.g. smoking

Science KS1

Animals, including humans

Statutory requirements

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults

Science KS2

Living things and their habitats

Statutory requirements

Pupils should be taught to:

- 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.

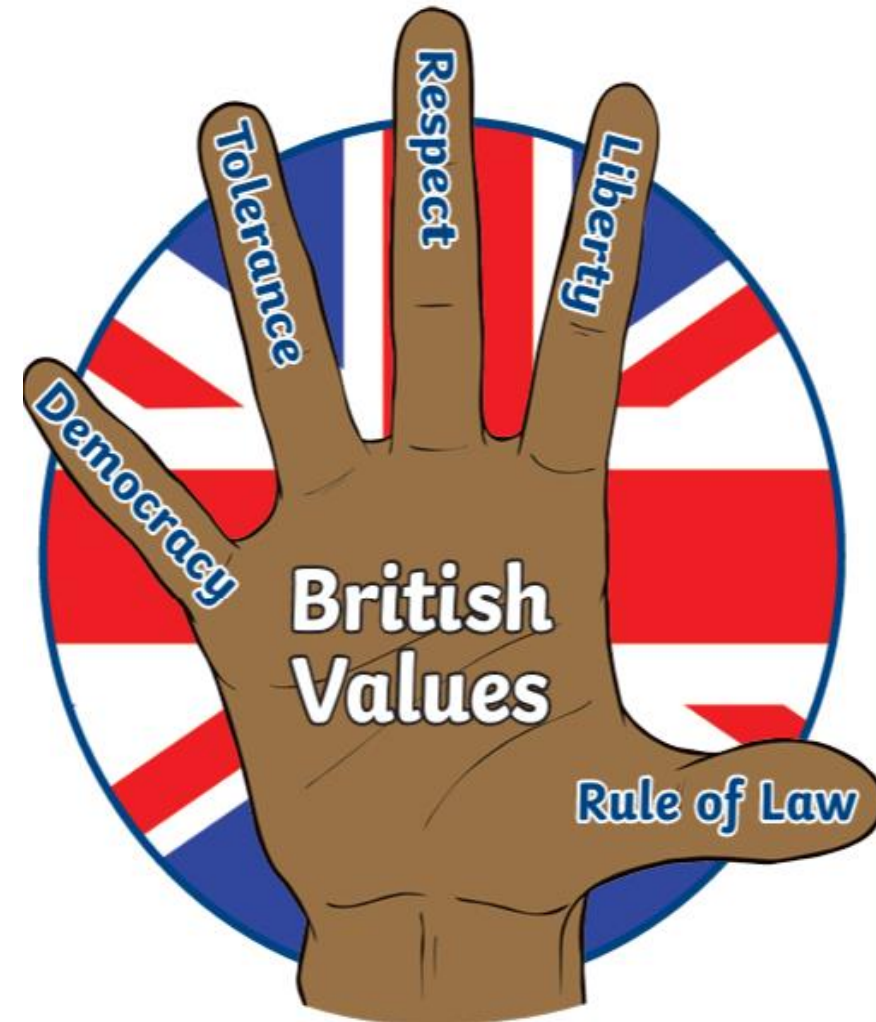
LGBT+

Lesbian, Gay, Bisexual and Transgender (LGBT)

36. In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

37. Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.

Pupils should know: the importance of respecting others, even when they are different from them or make different choices or have different preferences or beliefs





Cambridgeshire PSHE scheme

- ▶ We use Cambridgeshire lesson plans and frameworks - please note that these include suggested teaching activities that we adapt for each particular class
- ▶ Year 6 use 'A whole primary school curriculum for sex and relationships education'

EYFS

- PANTS
- Consent - age-appropriate way
- Social interactions
- Privacy

Objectives KS1

Year 1/2	Year 2
I can recognise the main external parts of the bodies, including names of sexual parts	Human life cycle
I can describe what my body does	I can understand that humans produce babies that grow into children and then into adults
I can understand that I have responsibility for my body's actions and that my body belongs to me.	I can understand that babies grow inside a female body until they are ready to be born
I can understand how to keep myself clean	
I can understand the importance of basic hygiene practices and how these prevent the spread of disease	
I can consider my responsibilities now and compare these to when I was younger	
I can understand that not all families are the same, but that love and care should be at the heart of all families	

Objectives LKS2

Year 3

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| I can understand the main stages of the human life cycle |
| I can investigate perceptions of being physically, emotionally , and socially grown up |
| I can consider my responsibilities and how these have change and how they will change in the future |
| I can consider the wider responsibilities that families have for the physical and emotional wellbeing of babies and children |
| I can name the scientific names for female and male sexual parts |

Year 4

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|---|
| I can name the scientific names for male and female sexual parts and use them confidently |
| I can recognise private body parts and understand how they change |
| I can value my own body and its uniqueness |
| I can understand the benefits of carrying out regular personal hygiene routines |
| I can consider who is responsible for my personal hygiene now and how this will change in the future |
| I can understand a range of ways that illness and disease might spread and how we are able to reduce this |

Objectives UKS2

Year 5

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| I can identify male and female sexual parts confidently |
| I can use terminology for sexual parts appropriate for use in different situations |
| I can understand the physical changes that take place at puberty and how to manage them |
| I can understand that physical changes affect people in a variety of ways and at different rates |
| I can understand how the media, families and friends can influence attitudes to our bodies |
| I can recognise the aspects of personal hygiene relevant to puberty and the implications of these |
| I can understand that safe routines can stop the spread of viruses and bacteria |

Year 6

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|---|
| I can identify male and female sexual parts confidently |
| I can understand the physical changes that take place at puberty and how to manage them |
| I can understand that physical changes affect people in a variety of ways and at different rates |
| I can recognise my changing emotions with friends and family and be able to express my feelings and concerns |
| I can recognise that there should be a stable, caring relationships in a family to ensure children are cared for securely |
| I can recognise a wide range of family arrangements |
| I can consider the reasons people enter marriage and civil partnerships |

KS1

Show the children an outline of a girl and a boy

On board make a list of all the body parts that they can see

Show word cards to children and compare with our list – have we missed any out? Have we used any words incorrectly?

When talking about sexual parts explain to children that it is ok to use family names but that they must also know the 'doctor' words – vagina and penis

We call these doctor words as these are the words a doctor would use (can also call them scientific words)

In mixed ability groups give children outlines and words cards – can they put cards in appropriate place.

Discuss differences and similarities between male and female – make list on board

Explain that the difference between male and female is between their legs - men have a tube that they wee from called a penis

Female bodies also have different parts, which we find between their legs. They have an area called a vagina .

Year 3

Lesson Outline

Typical lesson structure					
Retrieval & Recall	Introduction & modelling	Deliberate practice #1	Review & Re-direction	Adapted deliberate practice #2	Plenary & Plan
Recall of prior learning. Questioning, quizzes and tasks.	'New' learning. Clear learning intentions and modelled practice & expectations.	Scaffolded task – as required linked to AfL	Assess progress and adapt/re-direct group and individuals	Learners re-directed towards learning intentions following any feedback/intervention or adaptation of tasks	Summarise and plan learners for next steps. End positively!

Provide pairs of children with a set of Body Part Labels. Ask the pairs of children to place individual labels on a continuum line according to different criteria e.g. 'parts you know about to parts you know very little about' or 'parts that are difficult to talk about to parts that are easy to talk about'

Having completed the Draw and Write (1.1) activity ask the children to share with you any doctor/scientific names for body parts they have written down. As a class, collect a written list of external body part names – including sexual parts. Accept (inoffensive) colloquial names for body parts, but place them alongside scientific names. Ask pairs of children to pick one body part from the list and discuss where this body part is located and its function. Ensure that the children are aware of the scientific names for parts of the body including names for sexual parts where this is appropriate e.g. penis, testicles, breast, vagina/vulva. Challenge the children by asking if any of them know the doctor words for any other parts of the body e.g. thorax, intestine, humerus. Explain that some body parts are found in males and females and some are found in just males or females. Using different coloured markers underline the body parts found in just males in one colour and just females in another colour.

Discuss what consent means? Refer back to prior learning from computing and prior PSHE lessons
Children must understand what consent means and how it affects them.

Puberty - Year 4-6

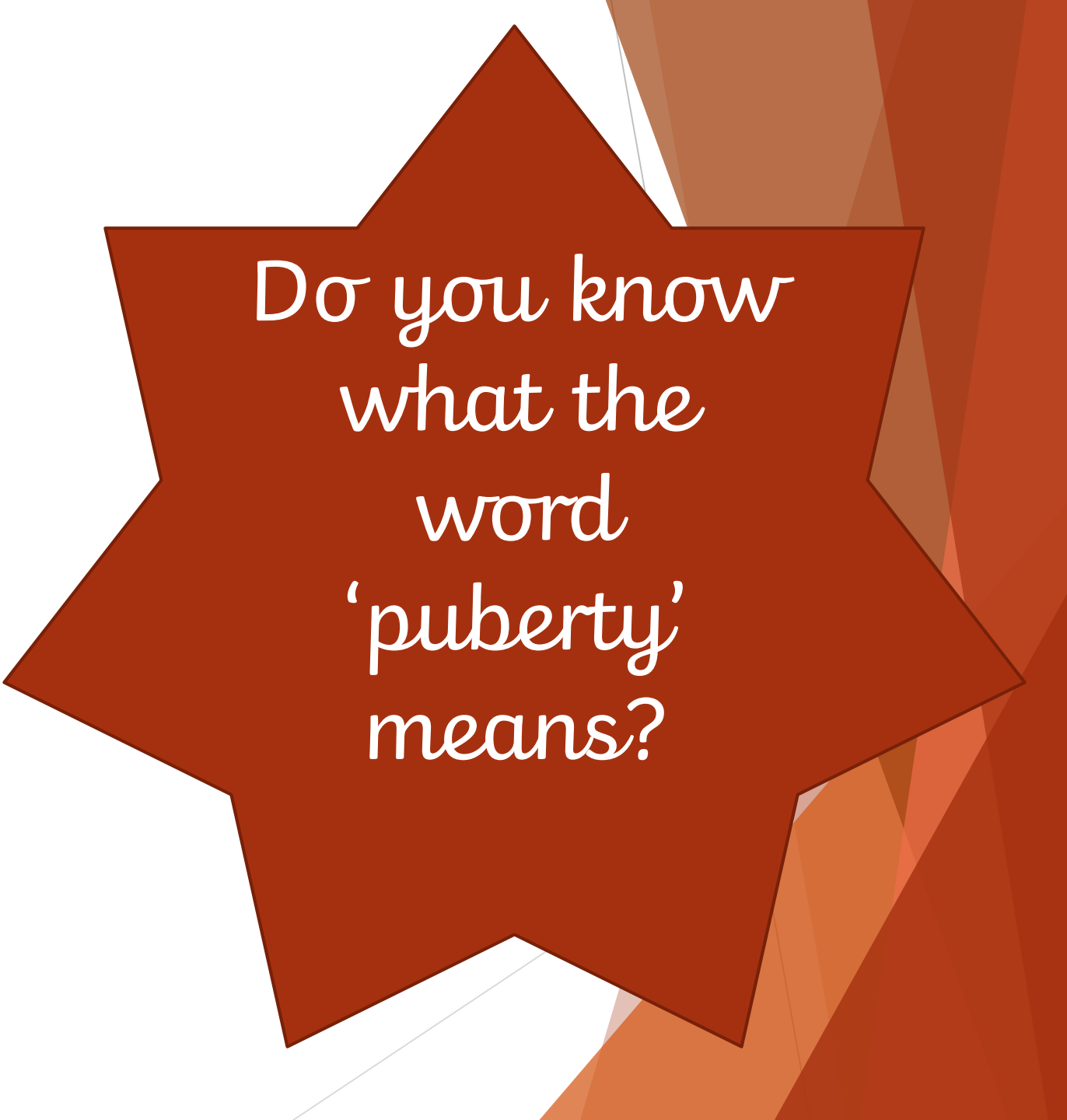
Changing
adolescent
body

Pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

‘The time our body changes from children to young adults’

On your whiteboard, can you write down 5 ways in which an adults' body is different to yours.



Do you know what the word 'puberty' means?

Why might children your age find it tricky to talk about the private body parts and puberty?

We found lots of reason as to why we might not like to talk about it.

I would like you to write your name and a name of someone you could talk to, about puberty and private parts.

Year 5 and 6

- ▶ Puberty - in more detail
- ▶ Year 6 - sex education

Thank you for listening

- ▶ Please feel free to take a look at lesson plans and resources - please note however that these are adapted by class teachers
- ▶ Puberty books
- ▶ Statutory guidance and parent guides