



Mercenfeld
Primary
School



BRADGATE
Education Partnership

Relationships Education Information Meeting

February 2026

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 is 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.

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



Operation Encompass

Mrs Randle

We are an Operation Encompass School

For further information, please come and see us.



Operation Encompass is a police and school¹ early intervention safeguarding information sharing partnership which supports children² experiencing³ domestic violence and abuse.

Operation Encompass is based upon the national requirements to not only identify children in need of support but to also ensure that this support is put in place immediately:

'Nothing is more important than children's welfare. Children who need help and protection deserve high quality and effective support as soon as a need is identified.'⁴

Police are a 'local safeguarding partner' required to 'make arrangements to work together' (with the other partners) 'to safeguard and promote the welfare of local children including identifying and responding to their needs'

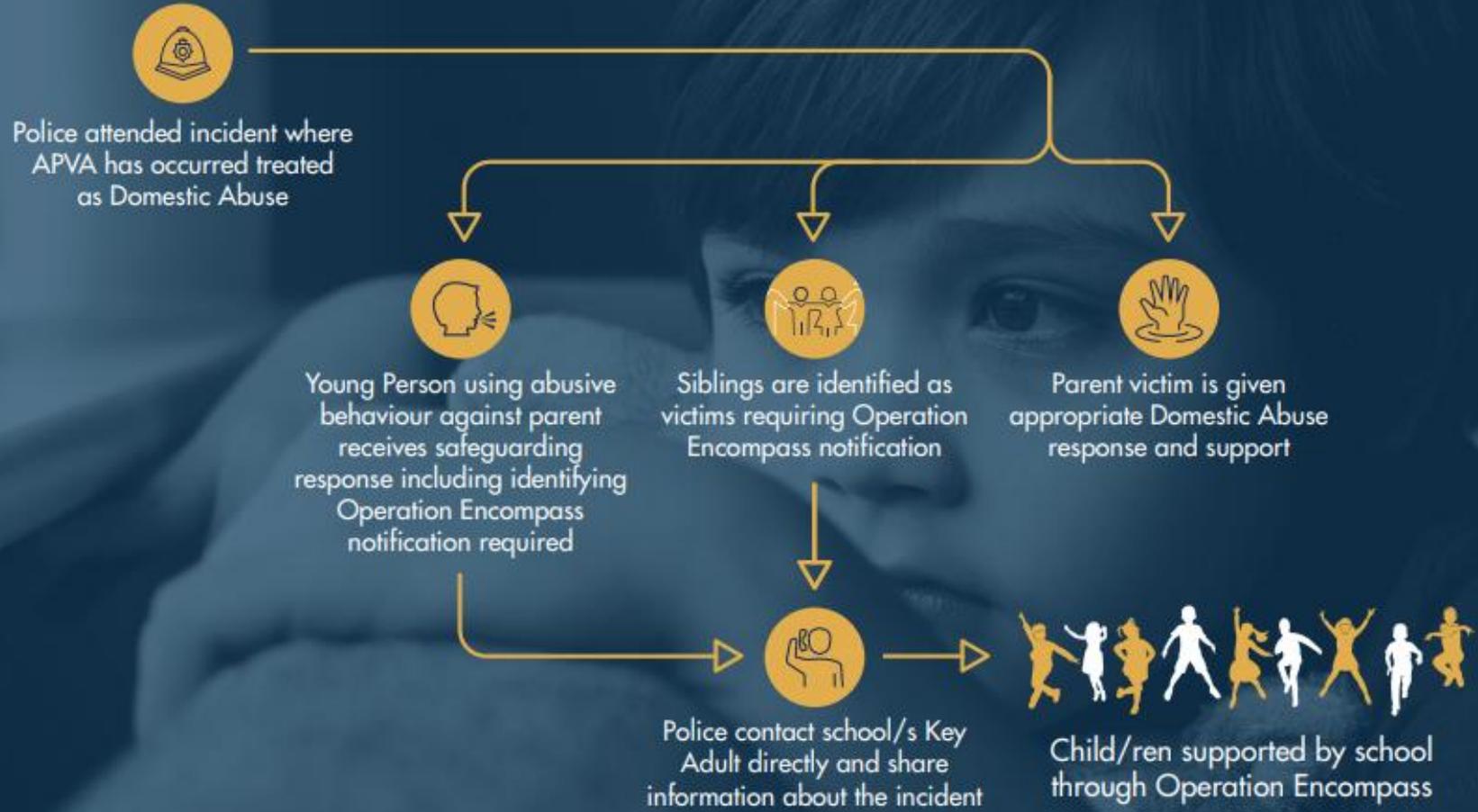
Working Together to Safeguard Children and all its requirements apply to **all schools**.

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- 1 State funded schools, including state-maintained nurseries, independent schools, schools with 6th forms, academies, free schools, pupil referral units and alternative provision providers registered with the Government
 - 2 Children refers to 0-18 years of age
 - 3 Operation Encompass uses the word 'experience' rather than 'witness' or 'exposed' as we feel that this better reflects the impact upon a child
 - 4 Working Together to Safeguard Children



**OPERATION
ENCOMPASS**

Adolescent To Parent Violence & Abuse



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

New Guidance - Key messages

You **must** follow the new guidance from **September 2026**

All schools with a primary phase (including all-through and middle schools) need to provide:

- **Relationships education**
- **Health education**

Sex education is not compulsory (pupils can be withdrawn)

Primary schools aren't required to provide sex education, but the DfE recommends you teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the National Curriculum for science.

You must have an RSE policy

We must share the curriculum and resources with parents and carers

You have flexibility over how you deliver it

The guidance allows you to differentiate and personalise for pupils based on factors such as:

- Age
- Physical and emotional maturity
- Religious background
- Special educational needs and disabilities (SEND)

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 1 and 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.

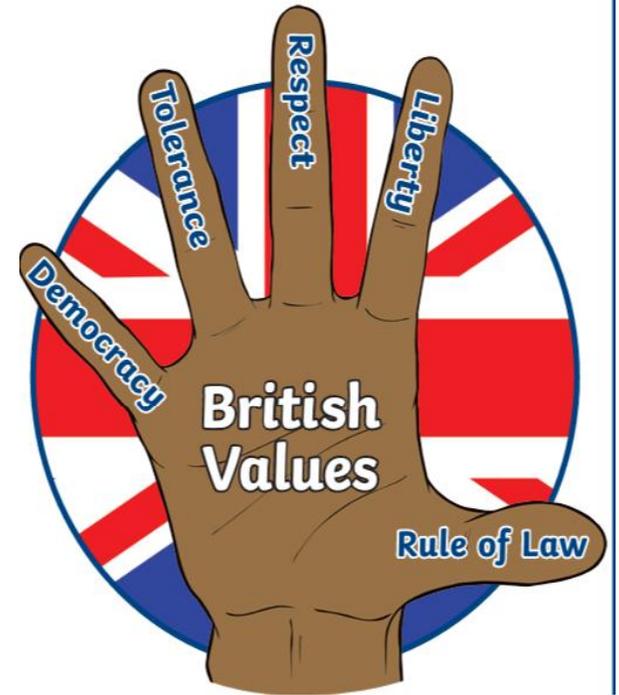
37. Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area 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

New guidance

Primary schools should:

- Teach about healthy loving relationships and include same-sex parents/carers when discussing families





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

Cycle A

Body Knowledge

I can recognise the main external parts of the bodies, including names of sexual parts

I can describe what my body does

Body awareness

I can understand that I have responsibility for my body's actions and that my body belongs to me.

Personal Hygiene

I can understand how to keep myself clean

Illness/Disease prevention

I can understand the importance of basic hygiene practices and how these prevent the spread of disease

Cycle B

Body Knowledge

I can recognise the main external parts of the bodies, including names of sexual parts

Human life cycle

I can understand that humans produce babies that grow into children and then into adults

I can understand that babies grow inside a female body until they are ready to be born

Growing up

I can consider the ways I have changed physically since I was born

Personal responsibility

I can consider my responsibilities now and compare these to when I was younger

Parents/Carers/Families

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

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

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

- 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

- 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 - example lesson

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 - example lesson

Provide pairs with body parts labels.

Place on continuum line e.g. parts easy to talk about/parts difficult to talk about

Use cards to label body outlines

Talk about scientific names

Children to use different colours to show body parts that are just found in males and just found in females

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’

Ground Rules

- ▶ Don't share with younger children
- ▶ Giggling is ok!
- ▶ Questions on post its

Year 4 - example lesson

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 reasons 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

Body Knowledge

I can identify male and female sexual parts confidently
I can use terminology for sexual parts appropriate for use in different situations

Body Functions and Changes

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

Body Awareness and Image

I can understand how the media, families and friends can influence attitudes to our bodies

Personal Hygiene

I can recognise the aspects of personal hygiene relevant to puberty and the implications of these

Illness/Disease prevention

I can understand that safe routines can stop the spread of viruses and bacteria

Look at puberty in more detail - operation ouch

Label bodies - what changes?

Show children period products

Highlight facts - girl, boys or both

Year 6

Lessons Covered

Becoming men and women

I can recognise and challenge gender stereotypes

What's all this about puberty?

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

Building good relationships

I can understand how to build good relationships

I can recognise what values are important to me in relationships

I can appreciate the importance of friendship in intimate relationships

Conception and Pregnancy

I can understand how a baby is made

Recap puberty - videos, Newsround

Lesson on relationships - diamond nine, what is important in a friendship, link to relationships

Sex education - watch video, opportunity to ask questions, true or false quiz

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