

Relationships, Sex and Health Education Guide for Parents/Carers



**SUPPORTING CHILDREN TO STAY SAFE, HEALTHY
AND BUILD POSITIVE RELATIONSHIPS**



Mrs Sam Wood is our RSHE leader

At Ashlands, our RSHE curriculum helps pupils to develop the knowledge, skills and attributes they need to thrive as individuals. RSHE is central in helping pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up.

This booklet helps to explain

What RSHE is and why it is important

How we teach RSHE

What your children will learn

What a lesson looks like

How we partner with you

RSHE helps to enable our children to become healthy, safe, independent and responsible members of society. It aims to help them to understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. Through our RSHE curriculum, we also want to provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society.

Our Intention

- Ensure all children are provided with a high-quality, broad and balanced PSHE and RSHE curriculum.
- Provide children with the opportunity to develop their knowledge which will enable them to make informed decisions, both now and in their future, about their safety, wellbeing, health and relationships.
- Provide children with the opportunities for critical thinking and resilience so they feel fully-equipped to make informed decisions when facing risks or challenges.
- Prepare and equip children for moving on to the next stages in their life, such as moving to KS1, KS2 or moving on to high school.
- Ensure that our children have a high sense of self-belief and that they develop high aspirations for themselves.
- Promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

WHAT IS RSHE?

Relationship, Sex and Health Education (RSHE) helps children develop the knowledge, skills and understanding they need to:

- ✓ **Build positive and respectful relationships**
- ✓ **Understand their emotions and well being**
- ✓ **Stay safe in a range of situations**
- ✓ **Prepare for the changes they experience as they grow**



WHY IS IT IMPORTANT THAT WE TEACH RSHE

Today, more than ever, children are exposed to messages about sex and relationships through media, social media and the wider culture around them.

It is therefore important that we provide a balanced approach to Relationships and Sex Education (RSE), helping them develop the skills to think critically, make informed decisions, and stay safe.

Conversations with our pupils show that they value learning about RSE in a safe, supportive and familiar environment.

Research indicates that most parents' welcome schools playing a key role in supporting RSE for their children.

Surveys of children and young people, along with findings from Ofsted, consistently highlight that RSE is often delivered "too little, too late, and too focused on biology."

KEY CHANGES TO THE RSHE CURRICULUM – SEPTEMBER 2026

In primary schools, Relationships Education and Health Education are statutory, so all children must learn about friendships, families, safety (including online), feelings and healthy habits. Sex Education (beyond the science curriculum) is non-statutory, meaning that schools choose how to teach it, and parents may withdraw their child from these specific lessons only. At Ashlands, sex education is taught in Year 6 within the PSHE/RSHE curriculum.

As we already cover most of the new content, the majority of our curriculum will remain unchanged. However, the key updates are summarised below:

Key Changes to the RSHE primary school curriculum from September 2026

Online Safety	Personal Safety	Health Education	Skills and Knowledge
Children will learn more about staying safe online. This includes understanding: - Online risks such as scams, fraud, and in-game spending - Age restrictions for things like social media and gambling sites Pupils will also explore: - How to think critically about what they see online - Their rights, including privacy, consent, and personal data - The importance of location settings and staying secure	'Personal safety' has been added to the statutory content. Children will continue to learn how to: - Recognise and reduce risks - Stay safe around water, roads, railways, and fire New learning will now include change and loss, including bereavement Children will understand that: - People can feel many different emotions - Everyone experiences grief in their own way This helps build empathy and emotional awareness	Children will continue learning about how their bodies change as they grow. This now includes using the correct names for all body parts (including genitalia). At Ashlands we have been teaching this for a number of years as part of our approach to safeguarding, but this addition to the statutory guidance brings welcome clarification and reassurance. This supports: - Keeping children safe - Helping them speak up if something is wrong - Reducing embarrassment or stigma	There is a stronger focus on practical life skills as well as knowledge. New/increased emphasis on: - Communicating clearly and respectfully - Being assertive and expressing needs - Setting and respecting personal boundaries - Children will also learn how to manage feelings like disappointment, frustration, loneliness Skills to help children build confidence and resilience such as: - Making safe choices online/offline - Peer relationships (such as resisting pressure)

Why has the guidance been updated?

Children are increasingly exposed to harmful online content, including negative attitudes towards others and unrealistic views of relationships. At the same time, rapid changes in technology and growing safeguarding concerns mean that children face new risks both online and in everyday life. The updated guidance supports schools in responding to these challenges, promoting pupils' mental health and wellbeing, and ensuring they develop the knowledge and skills needed to stay safe and build healthy, positive relationships.



HOW WE TEACH RSHE

RSHE is taught as part of our weekly PSHE lessons

What are the aims of RSHE?

At Ashlands, we aim to help children to:

- Learn how to form positive, respectful relationships both in person and online
- Understand what makes relationships safe and healthy, including kindness, respect, and boundaries
- Gain an age-appropriate understanding of how their bodies grow and change
- Know how to stay safe and recognise when something doesn't feel right
- Feel confident expressing emotions and know how and when to ask for support
- Make informed choices to support their physical and mental health

Our PSHE curriculum is underpinned by the Coram SCARF programme of lessons.

SCARF represents important values for children:

Safety
Caring
Achievement
Resilience
Friendship

In delivering this programme, we are confident that we meet all of the statutory Relationships, Sex and Health Education requirements, as the programme has been closely matched to each statutory objective.

The Coram SCARF programme also delivers comprehensive content aligned with SMSC and British Values.

As the curriculum is spiral, children build on their knowledge and understanding from previous years at age-appropriate levels. The six themes which are taught each half term are:

- Me and My Relationships
- Valuing Difference
- Keeping Myself Safe
- Rights and Responsibilities
- Being my Best
- Growing and Changing

RSHE is taught mainly through our PSHE curriculum, most of which takes place during our Growing and Changing unit.

We also explicitly teach key age-appropriate language

We ensure that the SCARF programme is tailored to suit our children's needs, which may vary from year group to year group or even class to class.

Our RSHE curriculum is also supported and complemented by other curriculum subjects such as science, PE and a variety of enrichment activities.

What your children will learn

Below are our key RSHE objectives for each year group:

Year Group	Key RSHE Objectives
FSU	• Children learn about what makes them special • Children learn about how to get help if they need it • Children begin to learn about how people are similar and different and to celebrate these differences • Children begin to understand how to keep their bodies healthy and safe • Children discuss and learn about safe secrets and touches • Children begin to learn how to keep their bodies healthy (food, exercise, sleep) • Children talk about how babies change as they grow, what they need and how this changes as they grow • Children notice the similarities and differences between males and females • Children are introduced to the basics of human reproduction (not sexual intercourse). They understand that a baby is made by a woman and a man, and grows inside a woman's tummy/womb.
Year 1	• Children learn about how their feelings can keep them safe including online safety • Children learn about safe and unsafe touches • Children continue learning about how to keep their bodies safe and healthy • Children will understand some of the tasks required to look after a baby, and how to meet the basic needs of a baby • Children will start to identify things they could do as a baby and toddler as well as things they can do now • Children will be able to identify parts of the body that are private and ways in which they can be kept private
Year 2	• Children learn about how to be a good friend and the differences between bullying and teasing • Children learn to understand and respect the differences and similarities between people • Children learn about safe and unsafe secrets • Children learn about appropriate/inappropriate touch • Children discuss safe and trusted adults that can help them if needed • Children discuss and learn about dealing with loss • Children can identify different stages of growth (e.g. baby, toddler, child, teenager, adult) • Children will recall which parts of their body are private. They will understand that genitals help make babies when we are older, and know that we mostly have the same body parts, but how they look is different from person to person.

Year 3	• Children learn about online safety – rules and restrictions and online behaviours • Children learn about what respectful friendships look like • Children discuss ways of coping with loss • Children learn about bullying (including online bullying) • Children learn about managing risk including potential risks associated with browsing online • Children continue to learn about how to stay safe online • Children recall that babies come from the joining of an egg and sperm • Children are introduced to some puberty changes, including menstruation and wet dreams, using the correct vocabulary • Children learn about healthy relationships (including online) • Children develop their learning about safe and unsafe secrets
Year 4	• Children begin to learn about assertiveness skills • Children recognise and celebrate differences • Children learn about ways of managing risk including online • Children begin to understand the norms of drug use (cigarette and alcohol) • Children discuss media influence and digital literacy • Children learn about having choices and making decisions about their health • Children will explain how human reproduction (not sexual intercourse) occurs • Children learn how and why periods and wet dreams occur, and how to manage both successfully. • Children recall parts of the body that males and females have in common and those that are different, using the correct terminology for genitalia, and explain why puberty happens • Children learn the importance of personal hygiene routines during puberty including washing regularly and using deodorant
Year 5	• Children learn about online bullying and self esteem • Children develop their critical digital awareness • Children learn about the norms around the use of legal drugs (tobacco and alcohol) • Children learn about media manipulation and AI • Children build on their knowledge of keeping themselves healthy • Children recall that puberty is an emotional as well as a physical change, how and why mood swings occur and how to manage their strong feelings • Children apply their knowledge of the various puberty changes, including menstruation, and identify some products that they may need during puberty, and why • Children will increase their vocabulary for the external sexual organs, as well as debunk some of the myths associated with various puberty changes
Year 6	• Children will continue to build on assertiveness strategies • Children will develop their understanding of safe/unsafe touches • Children will continue to learn about online safety including their digital footprint, AI and deep fakes • Children learn about the norms of drug use including information about the law • Children learn the variety of ways in which a couple can create a family (including through sexual intercourse), and how it can be prevented • Children learn the legal age of consent and what it means • Children learn to consider different attitudes and values around gender stereotyping and sexuality

What do our RSHE lessons look like?

Our RSHE lessons are active, engaging and inclusive, creating a safe environment where pupils feel comfortable to participate.

Through discussions, pupils tell us they enjoy the interactive nature of lessons and the opportunity to talk about things that may be worrying them.

Clear ground rules are established at the start of each RSE lesson and pupils are reassured they do not have to answer any questions if they choose not to.

Lessons are tailored to the age and maturity of the children and follow a progressive curriculum that builds on learning each year.

Lessons are reviewed regularly to reflect current guidance and staff receive ongoing training and support to support the delivery of sensitive topics.

In KS2, a Coram Education specialist is welcomed in to school to deliver yearly RSHE workshops.

We prioritise strong relationships with our pupils so staff can respond sensitively as needed.

Our RSHE curriculum is inclusive and relevant to all pupils, with all children learning about the changes of puberty together in their usual class to promote understanding and reduce stigma.

Teachers may also provide opportunities for optional sessions where pupils may ask questions in a single-sex environment if they feel more comfortable doing so.

Throughout all discussions, we use neutral, factual and non-judgemental language, encouraging pupils to engage in open and honest conversations while following agreed ground rules.

Pupils are expected to show respect for one another and are encouraged to ask questions.

Questions will be answered in an age-appropriate way.

Ground Rules for discussions:

- No one will be asked to share personal information or answer personal questions
- Taking part is encouraged, but no one will be forced to speak or put on the spot
- We will use the correct and respectful names for all body parts
- Everyone will listen carefully and treat each other with respect
- We respect privacy - other people's personal information is not ours to share (unless we are worried and need to tell a trusted adult)
- There are no silly questions - everyone's questions are valid and important
- We will use appropriate and respectful language at all times
- If something worries or upsets us, we can speak to a trusted adult after the lesson
- What we learn helps keep us safe and healthy, so we take the lessons seriously

Year group	Vocabulary
Nursery	Change, grow, bigger, taller, penis, vulva, nipples, testicles, private,
Reception	egg, sperm, womb, adoption, pregnancy, breastfeeding, love, family, care, baby, tummy, one-parent families, breasts, testicles, vagina, penis, vulva, private parts, privacy, nipples, anus
Y1	testicles, penis, needs, vulva, love, help, caring, nipples, scrotum, vagina, breastfeeding, privates, private parts, privacy, nipples, hygiene, scrotum, breasts, anus
Y2	ovaries, sperm, testicles, vagina, penis, breastfeeding, vulva, special, private parts, eggs, nipples, bottom, unique, scrotum, breasts, anus, private, vulva, tell, unsafe, consent, secret, uncomfortable, someone you trust, genitals, permission
Y3	egg, ovaries, sperm, testicles, puberty, vagina, penis, womb, erection, birth, cervix, wet dreams, menstrual cycle, fallopian tube, period, vulva, nipples, genitals, scrotum, lining, period/menstruation pad, tampon, breasts, mammals, hips, fertilise, spots, sweat, pubic hair, fertilised egg, ovary, uterus (womb), periods, menstruation, pregnant, anus
Y4	ovaries, sperm, testicles, puberty, vagina, penis, womb, wet dreams, semen, vulva, privacy, eggs, nipples, scrotum, breasts, spots, sweat, pubic hair, clitoris, labia, legal age of consent, marriage, facial hair, underarm hair, body odour, ejaculation, spontaneous erections, masturbation, growth spurt, deeper voice, acne, breast growth, reproduction, testosterone, mood swings, wider hips, endometrium (uterus lining), foetus, anus, cervix, ejaculate, menstrual cycle, ovulation, fallopian tube, genitals, period/menstruation pad, tampon, menstruation cup, fertilised egg, periods, menstruation, pregnant, voice deepens, vaginal discharge, involuntary erection
Y5	ovaries, sperm, testicles, puberty, vagina, penis, womb, wet dreams, semen, vulva, privacy, eggs, nipples, scrotum, breasts, spots, sweat, pubic hair, labia, legal age of consent, marriage, facial hair, underarm hair, body odour, ejaculation, spontaneous erections, masturbation, growth spurt, deeper voice, acne, breast growth, reproduction, testosterone, mood swings, wider hips, endometrium (uterus lining), foetus, anus, cervix, ejaculate, menstrual cycle, ovulation, fallopian tube, genitals, period/menstruation pad, tampon, menstruation cup, fertilised egg, periods, menstruation, pregnant, voice deepens, vaginal discharge, involuntary erection, vaginal opening, urinary opening,
Y6	egg, ovaries, sperm, testicles, puberty, vagina, penis, vulva, nipples, scrotum, orgasm, embryo, womb, sexual intercourse, consensual, condom, surrogacy, adoption, IVF, age of consent, miscarriage, conception, consensual relationship, hug, cuddle, kiss, erection, vaginal wetness, implant, pregnancy, birth, caesarean, cut, labour, muscles, cervix, hips widen, wet dreams, loving relationship, cells, semen, ejaculate, hormones, menstrual cycle, lining of womb, mature egg, ovulation, fallopian tube, fertilisation, uterine lining, period, vaginal childbirth, pelvis, dilate, contractions, water break, doctor, midwife, cervical opening, birth canal, delivery, active labour, contracts, umbilical cord, placenta, breastfeeding, artificial insemination, donate sperm,

Working together with Parents and Carers

At Ashlands, we recognise that parents and carers play the primary role in supporting their children's Relationships and Sex Education (RSE), and we are committed to working in close partnership with you. We aim to build positive and supportive relationships based on mutual understanding, trust and cooperation and we acknowledge that some aspects of the programme may raise questions or concerns. To support this, we ensure that teachers deliver the curriculum in a balanced and factual way without expressing personal views or beliefs. Parents and carers will be informed in advance when RSE lessons are taking place and we actively encourage you to discuss the content with your child beforehand and to ask any follow-up questions.

We provide opportunities for parents to view lesson materials, including videos and resources, and to speak with staff if they wish. A clear overview of the RSE curriculum, including topics taught in each year group, is available on our website. In addition, we hold an annual RSE information evening, supported by a Coram Education specialist who delivers our Key Stage 2 workshops. Parents have the right to withdraw their child from aspects of sex education that fall outside the National Curriculum for science; in such cases, appropriate alternative work will be provided. We are always happy to answer any questions and welcome ongoing dialogue to ensure that our approach best supports your child's development.

To ensure that we achieve a collaborative approach to RSE, we ensure that regular consultation takes place with both parents/carers and pupils whenever our RSHE and RSE policies are reviewed or updated, or when any changes are made to our RSE provision. Pupil voice is an important part of this process, and through regular student voice activities, we listen carefully to children's views, experiences and ideas about their RSE learning. This helps us to ensure that our curriculum remains relevant, appropriate and responsive to the needs of our school community. All current policies, including our RSHE and RSE policy, are available to view on the school website for transparency and easy access.

Why should I talk to my child about relationships, growing up and sex?

Talking to children about relationships, growing up and sex helps them feel informed, confident and safe. When parents have open, honest conversations, children are more likely to understand their bodies, recognise healthy relationships and know who to turn to if they are worried or confused. These discussions also help children develop the language to express their feelings, set boundaries and make safe, responsible choices. By starting these conversations early and building on them over time, parents can ensure their child receives accurate information in a supportive and trusted environment.

What if my child doesn't want to talk to me?

It's completely normal for some children to feel uncomfortable talking about these topics at home. It's important not to force them into conversations before they feel ready. Instead, gently reassure your child that you are always available to listen whenever they feel ready. In the meantime, remind them of other trusted adults they can speak to, such as family members, teachers or professionals in the community (for example, doctors or organisations like the NSPCC or Childline). You could also provide them with safe, reliable resources they can explore in their own time and let them know you would be happy to talk things through whenever they feel comfortable.

Tips for talking to your child at home

- **Use clear and correct language**

Use simple, accurate words when talking about body parts and relationships. This helps children understand properly and is really important for safeguarding. It enables the children to describe their bodies clearly if they need help or support. Please note that in school we use the terms vagina (for the internal parts) and vulva (for the external parts) when referring to female genitalia.

- **Support children in understanding personal boundaries and the importance of privacy**

Help your child understand that their body belongs to them. Reinforce which parts of their body is private and that no one has the right to touch or ask to see private parts of the body except for appropriate reasons for example medical care. Talk about personal space, consent, and the difference between appropriate and inappropriate behaviour.

- **Encourage your child to speak up and share any worries or concerns**

Encourage your child to tell a trusted adult if something worries them or doesn't feel right. Remind them they will always be listened to and taken seriously. Discuss with your child who are safe and trusted adults that will help them. Remind your child about safe and unsafe secrets – they should never be asked to keep a secret that makes them feel worried.

- **Be honest and age-appropriate**

Answer questions truthfully, but keep explanations suitable for your child's age and level of understanding. If you don't know the answer to a question, be honest and say so. Tell them that you will find out and get back to them soon.

- **Let your child guide the conversation and respond to their questions and curiosity**

Remember that children are curious and want to know and understand. Try not to over-interpret what they are asking; usually, simple, matter-of-fact answers are all that are needed. If they ask questions, it shows they may be ready to learn more.

- **Keep communication open**

Create an environment where your child feels comfortable coming to you at any time with questions or concerns. If you can't talk to them at that moment, explain why and agree a time to come back to the conversation later.

- **Provide accurate, trusted information**

Share reliable resources, such as the Coram SCARF programme, to support your child's understanding and ensure they receive consistent messages.

- **Respond to your child's needs**

Every child is different - be responsive to their feelings, maturity level, and readiness to talk.

- **Try to answer their questions**

Even if a question feels tricky, try to answer calmly and honestly. This builds trust and prevents confusion. If questions are avoided, children may feel that the topic is not safe to talk about.

- **Use everyday opportunities**

Natural moments (for example, TV programmes, books, or daily situations) can be great starting points for conversations.

- **Listen and reassure rather than judge**

Take time to listen carefully and reassure your child that their thoughts and feelings are important.

- **Work in partnership with school**

Stay informed about what your child is learning in school so you can reinforce key messages and provide consistent support at home. We are all committed to working together with families to keep your children safe and ready for growing up.

Resources to talk to your child about growing up

For more information, including a wide variety of high-quality, age-appropriate resources, follow the link below to the parents page of the Coram SCARF website (www.coramscarf.org.uk/family-scarf). Here you will find a dedicated area for families, offering activities, advice and guidance to support learning at home as well as suggestions for discussing sensitive topics:

[Family SCARF](#)

[Helping your children understand changes at puberty](#)

[Rel-Ed-Parent-Carer-Workshop--Suggested-Book-List-v6.pdf](#)

Safeguarding

Safeguarding is central to all aspects of RSE at Ashlands. We are committed to ensuring that every pupil feels safe, supported and heard both within these lessons and throughout their wider school experience. Staff are clear that confidentiality cannot always be guaranteed; pupils are helped to understand that, in order to keep them safe, any concerns they share may need to be passed on to appropriate adults.

All staff follow the school's safeguarding procedures to record, report and escalate concerns. This includes logging information on CPOMS for the attention of the Designated Safeguarding Team and sharing it with other staff on a need-to-know basis. Any safeguarding concerns are promptly brought to the Designated Safeguarding Lead, ensuring that appropriate support and action are implemented in a timely and effective manner.

Assessment

Teachers assess children's knowledge and understanding through ongoing formative assessments through pupil discussion and work produced in class. Judgements are made at the end of each unit and recorded in the child's book. End of year judgements are reported to parents/carers in reports.

Staff training

Staff are aware that the PSHE subject lead operates an open-door policy and is available at any time to offer guidance or support. In Key Stage 2, staff work alongside trained Coram Educators during RSHE workshops, helping to deliver sessions while also developing their own practice. All staff also take part in regular child protection refresher training to ensure their knowledge remains up to date.