



The mindful approach to PSHE



**Henbury View First School**  
**Relationships & Sex Education (RSE) 2025**

# Personal, Social, Health and Economic education

PSHE is defined as:

...a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future.



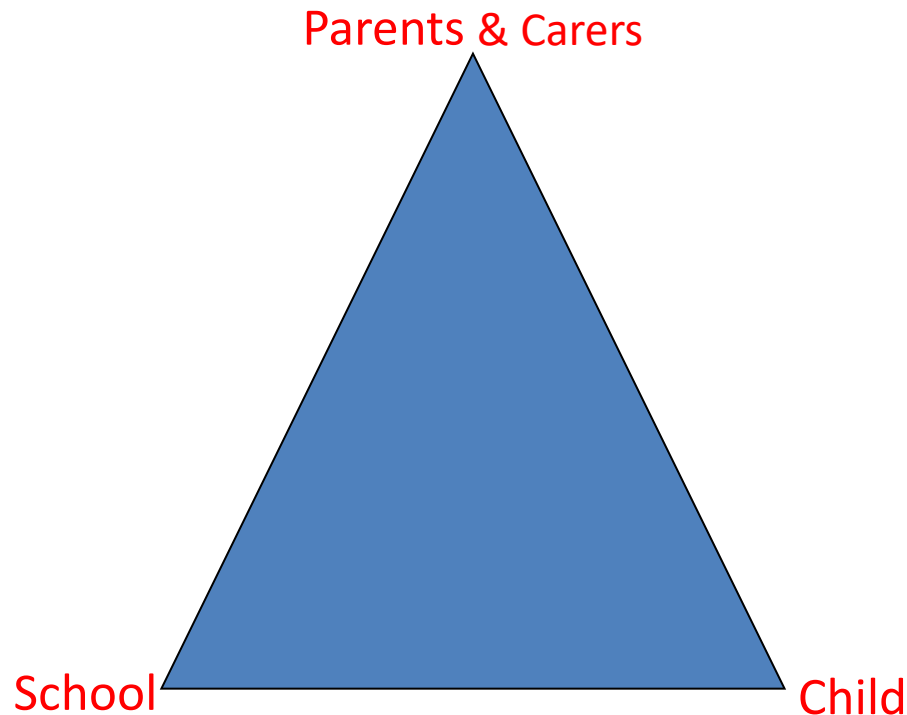
# Starting point:

Most parents want the best for their children.

Most parents want to protect their children and to keep them safe.

Most parents want their children to be healthy and happy.

Schools do too..... Relationships & Sex Education (RSE) is part of this.





# What is Relationships & Sex Education?

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual activity – this would be inappropriate teaching.

## The 4 main aims for RSE in Primary Schools:

1. To enable young people to understand and respect their bodies, and be able to cope with the changes puberty brings (without fear)
2. To understand where babies come from
3. To help young people develop positive and healthy relationships appropriate to their age, development etc (respect for self and others)
4. To support young people to have positive self and body-image, and to understand the influences and pressures around them (to be themselves)



# Relationships Education

- The focus at Henbury View is on teaching the fundamental building blocks and characteristics of positive relationships with particular reference to friendships, family relationships and relationships with other children and adults.
- This will create opportunities to ensure children are taught about positive emotional and mental wellbeing and how friendships can impact on this.
- Children will also be taught to recognise and report different types of abuse, including emotional, physical and sexual. This will include focusing on boundaries and privacy so that children understand that they have rights over their own bodies and know how to seek advice when they suspect or know something is wrong.

## Sex Education

- At Henbury View we tailor our teaching to take in account the age, physical maturity and SEND requirements of all our pupils.
- From 2020, Relationships Education is compulsory in all primary schools in England. However, parents have the right to request their child be withdrawn from some or all of the Sex Education that is being delivered. If you decide to withdraw your child from the Sex Education lessons then this must be in writing via email to your child's class teacher [office@henburyview.dorset.sch.uk](mailto:office@henburyview.dorset.sch.uk).
- At Henbury View, we strongly recommend that all pupils are involved with Sex Education lessons.



# Where do children now learn about Relationships & Sex Education?

- Parents/Carers
- Friends
- School Lessons
- Playground
- Magazines
- Television
- Internet
- Mobile Phones

What would be your preferred options?



# Ground Rules for RSE

- G** Giggling is okay!
- R** Respect what others say; no put-downs.
- O** Okay to pass on a question or activity if something feels too private.
- U** Understand others' feelings, be sensitive, listen and respect their differences.
- N** No personal questions or stories from pupils or teachers.
- D** Discuss puberty topics responsibly outside the classroom.
- R** Remember to ask questions if you are unsure about anything.
- U** Use the correct names for body parts - ask if you can't remember.
- L** Let the teacher know if you want to speak to them privately.
- E** Encourage others to participate and get involved.
- S** Speak for yourself; use 'I' statements and don't refer to others by name or by pointing.





## Summary

Foundation – growing up – how we have changed since we were babies

Year 1 – Boys' and Girls' bodies; body parts

Year 2 – Boys' and Girls' bodies; body parts and respecting privacy

Year 3 – How babies grow and how boys' and girls' bodies change as we grow older

Year 4 – Reproductive body parts, body changes in girls and menstruation







# The full Jigsaw Picture – Year 4

| Piece (lesson)  | RSHE guidance reference  | PSHE Learning Intentions   | Social and Emotional Skills Learning Intentions   |
|---|--------------------------|--|---|
| <b>1. Unique Me</b>   | R1, R2, R3, R4, R27      | I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm                | I appreciate that I am a truly unique human being   |
| <b>2. Having a Baby</b>   | R1, R2, R3, R4, R26, H34 | I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby   | I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult          |
| <b>2a Having a Baby (alternative lesson)</b>                            | R1, R2, R4 R5            | I understand what responsibilities there are in parenthood and the joy it can bring<br>I can consider what has influenced my life and what might influence the lives of other people | I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult          |
| <b>3. Girls and Puberty</b>   | R26, H34, H35            | I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this           | I have strategies to help me cope with the physical and emotional changes I will experience during puberty                        |
| <b>4. Circles of Change</b><br><b>Puzzle Outcome: Circles of Change</b> | H4                       | I know how the circle of change works and can apply it to changes I want to make in my life  | I am confident enough to try to make changes when I think they will benefit me  |
| <b>5. Accepting Change</b>  | H2, H3                   | I can identify changes that have been and may continue to be outside of my control that I learnt to accept   | I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively |
| <b>6. Looking Ahead</b><br><b>Assessment Opportunity</b>                |                          | I can identify what I am looking forward to when I move to a new class   | I can reflect on the changes I would like to make next year and can describe how to go about this                                 |





If you have further questions please do not hesitate to get in contact.