



Carrfield

Primary Academy

#ProudToBeCarrfield

RELATIONSHIPS, SEX & HEALTH EDUCATION

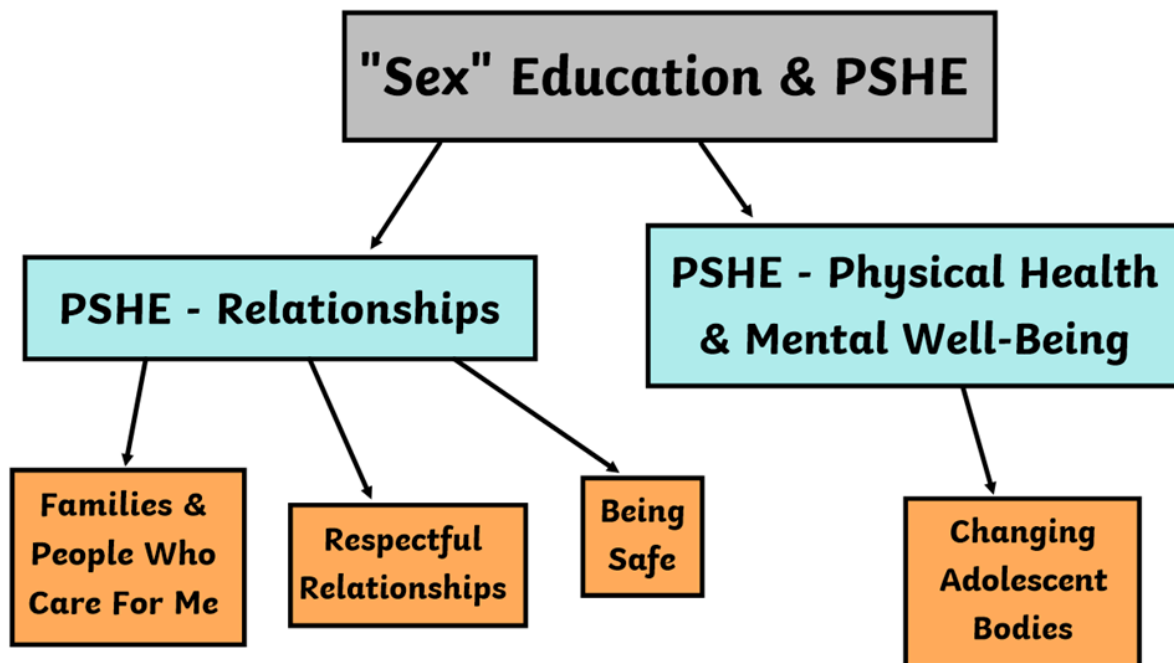
How is R.S.H.E. taught at Carrfield Primary Academy?

Revised: May 2025

Review Date: April/May 2026

Relationships & Sex Education (RSHE) in PSHE

At Carrfield, we began using the DfE's statutory PSHE curriculum (published in 2019) in September 2019. This includes the teaching of the two strands: **Relationships** and **Physical Health & Mental Well-Being**.



DfE, "Relationships Education, Relationships and Sex Education (RSHE) and Health Education" (2019)

The teaching of some elements of the curriculum that previously may have been described as "Sex Education" are now part of the statutory PSHE curriculum: these include recognising the different types of families, understanding gender differences (male and female only) and stereotypes, the concepts of courtesy and permission seeking/giving, boundaries, personal and private space, (in)appropriate physical contact, puberty and menstruation. **Whilst parents could previously withdraw their children from lessons involving some of these subjects, these are now statutory and must be taught as part of the Carrfield PSHE curriculum.** It is up to school whether we wish to teach more "Sex Education" – for example, sex as part of a relationship, how babies are made, pregnancy, contraception – but this must be identified to parents who would have a right to withdraw their children from these aspects. **At Carrfield, we have made the decision to stick to teaching children only the content outlined in the statutory PSHE curriculum and therefore there will be no option for the withdrawal of children from these lessons.** We will inform parents/carers about when we will be teaching these aspects of the curriculum and share some of the resources we will be using despite the fact that they are no longer allowed to withdraw their children.

Some content also crosses over into the Science National Curriculum as well, particularly learning about the differences between boys and girls, children and adults, family and body parts. Again, this is statutory learning and withdrawal is not an option for parents/carers.

The specific objectives from the DfE PSHE curriculum that we believe are relevant to Carrfield's teaching of RSHE are outlined below:

Relationships

Families & People Who Care For Me

- Pupils should know that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.

Respectful Relationships

- Pupils should know the conventions of courtesy and manners.
- Pupils should know what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- Pupils should know the importance of permission-seeking and giving in relationships with friends, peers and adults.

Being Safe

- Pupils should know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- Pupils should know about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- Pupils should know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- Pupils should know: how to recognise and report feelings of being unsafe or feeling bad about any adult; how to ask for advice or help for themselves or others, and to keep trying until they are heard; how to report concerns or abuse, and the vocabulary and confidence needed to do so; where to get advice e.g. family, school and/or other sources.

Physical Health & Mental Well-Being

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.
- Pupils should know about menstrual wellbeing including the key facts about the menstrual cycle.

How and when will it be taught at Carrfield?

PSHE is taught throughout school: this begins in Foundation Stage with PSED (Personal, Social & Emotional Development) before the statutory PSHE curriculum is taught in Key Stage 1 and Key Stage 2. During their time at Carrfield, children will be taught by their class teacher – or an appropriate adult – the following elements that can be considered to be part of what was previously known as “Sex Education” or preparation for this:

- The Importance of Family

- Personal & Private Space
- Physical Contact
- Boys & Girls / Body Parts
- Growing Up
- Puberty & Menstruation
- Help & Advice

As a result, the following key learning will be taught during the following phases:

Year Group	Main Learning Focus
Foundation Stage	<ul style="list-style-type: none"> • Importance of Family • Courtesy & Manners
Key Stage 1	<ul style="list-style-type: none"> • Importance of Family • Boys and Girls - Body Parts • Privacy & Personal Space • Growing Up
Year 3/4	<ul style="list-style-type: none"> • Privacy & Personal Space • (In)appropriate Physical Contact • Physical & Emotional Changes in Puberty • Getting Help & Advice
Year 5/6	<ul style="list-style-type: none"> • (In)appropriate Physical Contact • Physical & Emotional Changes in Puberty • Menstruation • Getting Help & Advice

Year	Importance of Family	Personal & Private Space	Physical Contact	Boys & Girls / Body Parts	Growing Up	Puberty & Menstruation
FS	Identify family members and their feelings towards them	Basic courtesy and manners		Describe differences between boys and girls Correct body part terminology	Identify children and adults	
KS1	Understand the importance of family	Courtesy and manners Private and personal space	Identify (in)appropriate physical contact NSPCC: Pantosaurus		Different roles of children and adults Role of mother in animals, e.g. pregnancy and feeding	Differences between children and adults
Y3/4	Understand the importance of family and how they can provide help, support and advice	Understand importance of privacy and the need to respect private/personal space	Inappropriate contact - NSPCC Pants Rule Getting Help	Correct body part terminology Gender Stereotypes	Responsibility Gender Stereotypes, roles of mothers and fathers	Physical and emotional changes in puberty
Y5/6			Inappropriate contact - rights of others and the law Getting Help	Correct body part terminology Physical and emotional changes in puberty		Physical and emotional changes in puberty Menstruation

RSHE KEY KNOWLEDGE OVERVIEW

Key Stage 1 (Year 1/2)

- How are families different?
- Why are families important?
- Who can we ask for help when we need it?

- What are courtesy and manners?
- What is private space?
- What is personal space?
- Who does my body belong to?
- [NSPCC Pantosaurus lessons](#)

- How are boys and girls different?
- Why do some people have fixed ideas about what boys and girls can do?

- What stages of life do we go through as we grow up?
- How are baby boys and girls different?
- How are children and adults different?
Please note this is not about puberty, just simple observations of the differences

- How are male and female animals different?

- What are the physical differences between males and females?
- What are the male and female body parts called?
penis, testicles, vagina, breasts

Year 3/4

- How are some families different?
- What different family members can there be?
- Where can we get support and advice if we need it?

- What is private space?
- What is personal space?
- Who does my body belong to?
- [NSPCC Pantosaurus lessons](#)
In Year 3/4, NSPCC resources used to recap/reinforce key learning and develop understanding further

- What are the similarities and differences between males and females?
- What are the correct words for naming the male and female body parts?
penis, testicles, vagina, breasts

- What are gender stereotypes?
- Is there anything a male can do that a female can't do?
- Is there anything a female can do that a male can't do?
- What are the main stages of the human life cycle?
- How does a child's body change as he/she grows up?
- What physical changes does a child's body go through during puberty?
- What emotional changes does a child's body go through during puberty?
- [Boys puberty video](#) (use up to 10m53s in Year 3/4)
- [Girls puberty video](#) (use up to 6m40s in Year 3/4)

Year 5/6

- Recap about privacy, personal and private space (Year 3/4)
- What is appropriate contact in a relationship?
- What is inappropriate contact?
- What does the law say about appropriate and inappropriate contact?
- Where is help available if we feel concerned or uncomfortable?
- Recap about gender stereotypes (Year 3/4) and develop understanding further
- What are the main physical and emotional changes that occur during puberty?
- How does puberty affect the reproductive organs?
- How can these changes be managed?
- What is menstruation and why does it occur?
- Why is it important that both boys and girls understand menstruation?
- [Boys puberty video](#)
- [Girls puberty video](#)
- Why is good hygiene important during puberty?
- How can children help to keep themselves clean during puberty?
- How can children manage their emotions during puberty?
- Where can help, advice and support be found during puberty?
- *Year 6 children will also participate in a "boys talk" or a "girls talk" - this will be with a trusted member of staff of the same gender. This is the only time during RSHE at Carrfield where we split boys and girls and it is only for a short period of time to provide opportunity for them to ask gender-specific questions to an adult (anonymously if they prefer) who has "been there and done it".*

Monitoring and Evaluation

It is the responsibility of the SLT (school leadership team) and the Curriculum/PSHE lead to monitor the quality of RSHE teaching and ensure coverage. Through learning walks, book monitoring and pupil conversations, school will ensure that the RSHE curriculum has been appropriately covered and that children leave each phase of their education with the knowledge and understanding that they need. The Curriculum/PSHE lead will also liaise with parents and carers, take their feedback on board and adjust the curriculum/policy in line with national guidance from the DFE. **If parents or carers have any comments, queries or complaints about the RSHE curriculum, please contact school to discuss these further. Consultation with parents and carers was sought in 2019 when the new PSHE/RSHE curriculum was introduced at Carrfield and reviewed in 2022 and 2025 but we remain open to your thoughts and feedback and will consider requests to review the policy and subject content.**

Children with SEND / Accessibility for ALL

At Carrfield, we are committed to ensuring that all children make good progress with their education, including PSHE and RSHE lessons. For children with specific difficulties, RSHE lessons will be no different to any other lesson at Carrfield and differentiation, support and other accessibility arrangements will be used. It is important to consider the nature of RSHE lessons could provoke different types of reactions from children and every effort will be made to take these into account. Some children will feel increasingly embarrassed, some may not wish to engage in the same way as in other lessons, some may try to avoid the learning. Clear ground rules will be developed by the class in the first RSHE lesson that will include the use of the correct terminology for body parts, respecting each other and not making personal comments or asking personal questions. In order to ensure children have different strategies to ask questions, teachers should provide a “worry box” for children to anonymously ask questions if they do not want to ask them in front of the class.

For some children, it may be necessary to pre-teach aspects of the RSHE curriculum to ensure that they are prepared for the lessons. Other considerations, such as follow up lessons and discussions, small group work or support for parents may be required. It is important that all children have the knowledge and understanding they need to know what puberty is and the changes that will happen to their bodies.

Protected Characteristics

Throughout the curriculum at Carrfield, we aim to ensure protected characteristics, e.g. age, disability, gender reassignment, marriage/civil partnership, pregnancy and maternity, race, religion and beliefs, sex and sexual orientation, are positively impacted upon. Our curriculum reflects these in a number of ways, e.g. the Primary Knowledge Curriculum, our use of Literacy Tree. During RSHE lessons, there is scope for a number of these to come up, e.g. same sex marriages, sexual orientation and gender reassignment. It is important that we remain sensitive to and aware of these during RSHE lessons and take care not to promote specific ways of thinking. Teachers will use their knowledge of the children in their class and their family situation to ensure that RSHE lessons are delivered appropriately and sensitively. The DFE's Equality Impact Assessment (2019) identified that the delivery of RSHE lessons had the potential to have positive impact on advancing equality of opportunities for those with these protected characteristics as well as on the development and fostering of positive relationships. RSHE will support our curriculum in ensuring Carrfield children develop tolerance and understanding of the protected characteristics and help to support the wider community in the future. This is in line with the 2010 Equality Act.

Other Related Documents

This document was written in line with the requirements and guidance set out in the following documents from the Department for Education:

- [Relationships Education, Relationships and Sex Education \(RSHE\) and Health Education \(DFE, 2021\)](#)
- [Equality Act \(2010\)](#)
- [SEND Code of Practice](#)
- [Keeping Children Safe in Education](#)
- [Equality Impact Assessment \(DFE, 2019\)](#)