

# Primary Relationship and Sex Education (RSE)

Monday 2<sup>nd</sup> March 2026

The roots to grow. The path to follow. The wings to fly.



# RSE at Pathfinder

Only a small part of children's learning – majority takes place with you at home

- Part of a broader PSHE programme
- Age appropriate
- Taught by class teachers
- All primary age children taught Relationships and Health Education
  - Children to grow up healthy, happy, safe and able to manage the challenges and opportunities of modern Britain
- Equip children with knowledge to make informed decisions about their wellbeing, health and relationships

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# Relationships education

What a relationship is, what family means, who can support them

Families and  
people who  
care for me

Caring  
friendships

Respectful  
relationships

Online  
relationships

Being safe

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# Health education

Information to facilitate good decisions about own health and wellbeing

Mental wellbeing

Internet safety and harms

Physical health and fitness

Healthy eating

Drugs, alcohol and tobacco

Health and prevention

Changing adolescent body

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# Sex education

How a human baby  
is conceived and  
born

Science curriculum  
links to sex  
education

Human lifecycle

Sexual reproduction  
in 'some plants and  
animals'

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# What should children learn in RSE?

Develop confidence in talking, listening and thinking about feelings and relationships

Naming parts of the body

Ways to keep safe and ask for help

Preparing for puberty

How a baby is made and develops

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What are the outcomes?

- Children are:
  - Able to communicate with trusted adults
  - More able to express their views and respect others
  - More able to identify and prevent abuse
  - More prepared for puberty
  - More able to evaluate broader media and social media messages

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# 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.

If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. This request has to be granted by Miss Eskelson, following a conversation with the class teacher.

The science curriculum also includes content on human development, including reproduction, which there is no right to withdraw from.

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# Content taught in Reception

What does my body look like?

- Describe appearance
- Name external body parts

How has my body changed as it has grown?

- What can I do now?

What can my body do?

- Run, jump, clap etc

What differences and similarities are there between our bodies?

- Compare boy and girl dolls
- Use 'doctor' names for body parts

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# Content taught in Reception

Looking after our  
bodies and keeping  
them clean

Taking care of myself  
and where I need  
help

Who are my trusted  
adults?

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# Content taught in Year 1

What are the names of the main parts of the body?

- Name external body parts
- Use scientific names such as penis, testicles and vagina/vulva

What can my amazing body do?

- Examples e.g. run, jump, healing when cut, mending broken bones

When am I in charge of my actions and my body?

- How am I in control of my body?
- What would I only do in private?
- Which parts of my body are private?

How can I keep my body clean? How can I avoid spreading common illnesses?

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# Content taught in Year 2

## How do babies change and grow?

- All adult animals and humans have babies who look like them
- Our parents were once children

## What's growing in that bump?

- A baby grows inside its mother

## How have I changed since I was a baby?

- What can I do not that I couldn't when I was a baby?
- How will my body change as I get older?

## What are my responsibilities now I'm growing up?

- What could I do when I was a baby?
- What are some responsibilities I have now?

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## Content taught in Year 2

What do babies and children need from their families?

- Babies need care from adults to stay safe and healthy

Which stable, caring relationships are at the heart of families I know?

- Describe the adult relationship in families I know

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# Content taught in Year 3

How are male and female bodies different and what are the different parts called?

- Use body part names such as penis, vagina/vulva, testicle and breast confidently

When do we talk about our bodies, how they change and who do we talk to?

- Identify a trusted adult I can talk to about my body

What can my body do and how is it special?

- Recognise that each body is different
- Understand that our bodies are special and unique
- change as I get older?

Why is it important to keep myself clean?

- Describe some basic personal hygiene routines relevant to me?
- Explain why body parts should be kept clean?

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# Content taught in Year 3

What can I do for myself to stay clean and how will this change in the future?

- Describe my responsibilities for my own personal hygiene
- Explain on responsibility I will take on in the future

How do different illnesses and diseases spread and what can I do to prevent this?

- Tell you how germs might get into the body
- Explain some actions I can take to make sure I don't pass on germs

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# Content taught in Year 4

## What are the main stages of the human life cycle?

- State the main stages of the human life cycle
- Say what stage a person is at in the human lifecycle

## How did I begin? (Sex Education)

- Explain that when animals reproduce they make copies of themselves
- Understand that human babies are made when an egg and sperm join together

## What does it mean to be 'grown up'?

- There might be different views of what 'grown up' means
- How do I feel about growing up?

## What am I responsible for and how will this change?

- What is meant by responsibility?
- Adults and children have different responsibilities

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# Content taught in Year 4

How do different caring, stable adult relationships create a secure environment for children to grow up?

- Explain why babies need special care from a parent/carer
- State some things parents/carers need to do to look after babies

What are the physical changes that take place at puberty? (Opt-in)

- How to manage changes
- Physical changes affect people in a variety of ways and at different rates

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# Content taught in Year 5

What are male and female sexual parts called and what are their functions?

- Naming sexual parts inside and outside male and female bodies

How can I talk about sexual body parts confidently and appropriately?

- Understand which words for sexual parts are acceptable for use in the classroom
- Understand that some words for sexual parts are rude

What happens to different bodies at puberty?

- Describe some of the changes that will happen to male and females during puberty
- Name some common misconceptions about puberty and how to correct them

What might influence my view of my body?

- Effects of media and social media

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# Content taught in Year 5

How can I keep my growing and changing body clean?

- Name personal hygiene products relevant to puberty
- Name parts of the body which need to be washed regularly during puberty

How can I reduce the spread of a wider range of viruses and bacteria?

- Name some infectious/contagious diseases
- Name ways in which illnesses can be spread
- Explain how I can reduce the spread of common diseases

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# Content taught in Year 6

What are different ways babies are conceived and born? (Sex Education)

- Name internal and external sexual parts for males and females, using scientific words
- Describe the stages of fertilisation
- Ask a question about sexual intercourse

What effect might puberty have on feelings and emotions?

- Describe some things I am looking forward to about being a teenager and an adult
- Describe some things I am not looking forward to about being a teenager and an adult

When can I take responsibility for how others feel?

- Describe ways to show kindness and consideration to someone, even if you have fallen out with them

What should adults think about before they have children?

- There are different types of love
- Special ways that people who are 'in love' might behave
- Ways adults who are 'in love' might show their commitment to each other

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# Content taught in Year 6

Why might people get married or become civil partners?

What are different families like?

- Name examples of different family relationships
- Name the family members who are closest to me and recognise that everyone has different special people

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# For more information.....

- [assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812593/RSE primary schools guide for parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf)
- [www.bigtalkeducation.co.uk/parents/how-to-talk-about-sex/](http://www.bigtalkeducation.co.uk/parents/how-to-talk-about-sex/)
- [www.nspcc.org.uk/preventing-abuse/keeping-children-safe/healthy-sexual-behaviour-children-young-people/](http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/healthy-sexual-behaviour-children-young-people/)
- <https://www.fpa.org.uk/rshe-for-parents/>

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