RSE
at
Lostock Primary

Information session

14th October 2025

Aims of the workshop:

- To share our current PSHE curriculum in relation to the content of Relationships and Sex Education (RSE)
- To inform you about the changes to the RSE requirements
- To answer any questions you may have regarding the delivery of the curriculum

PSHE at Lostock Primary School



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PSHE is taught across 6 main units of work and these are delivered in each half term:

- Autumn 1 – Being in my world
- Autumn 2 – Celebrating difference
- Spring 1 – Dreams and goals
- Spring 2 – Healthy Me
- Summer 1 – Relationships
- Summer 2 – Changing me

The requirements made by the DfE are fully covered within this scheme of work

ALL SCHOOLS WILL NEED TO INCLUDE:



Building relationships with self and others



Safety as a key theme
- online and offline



More specific digital literacy content



Specific mental health and wellbeing aspects

STATUTORY RELATIONSHIPS CONTENT



Not just about the topic standards:

- Wide range of family structures, including same sex parents
- Content that enables pupils to recognise emotional, physical and sexual abuse from a young age, trust their instincts, and find support.
- Protective and preventative teaching without causing alarm, or normalising risky behaviours or activities .

✓ Families and people who care for me

✓ Caring Friendships

✓ Respectful Relationships

✓ Online Relationships

✓ Being Safe

✓ *Sex Education (non-statutory)*

NEW EXPECTATIONS

Caring Friendships: That loneliness is normal and there is no shame in feeling or discussing it

Respectful Relationships: greater focus on self esteem, setting and respecting boundaries, building resilience and how to find support.

Online Relationships: Enhanced online safety requirements (critical evaluation of materials, social media age limits, awareness of upsetting content)

Being Safe: Further details on developing skills to stay safe in relationships and teaching on when and how to seek support

Sex Education: Recommended from Yr5 onwards and *schools to offer further support to parents*

RELATIONSHIPS CHANGES: JIGSAW

Existing content already strongly meeting most expectations



Build on existing content about loneliness, knowing when to and how to seek support.

Strengthen content on recognising harm and abuse.



Update and build on content around recognising when something feels safe or unsafe, including age-appropriate links for learning about safety online.

EXAMPLE: RECOGNISING ONLINE ABUSE AND HARM

Online Safety and Awareness: *"4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online."*



Build foundation skills in KS1: e.g. strengthen children's ability to recognise feelings in their bodies and identify when something feels "not quite right" - starting with offline situations before applying online.



Enhance age-appropriate content in lower KS2: enhance across multiple contexts in Relationships, Changing Me, and Healthy Me to build understanding and skills with new scenarios and activities.



Add new content in Upper KS2: adapt existing lessons and add new content in Healthy Me, Relationships and Changing Me to address complex online scenarios including privacy settings, location awareness and critical evaluation skills.



STATUTORY HEALTH AND WELLBEING CONTENT



All linked to relationships and building skills

"Health education in primary starts with the benefits and importance of physical activity, good nutrition and sufficient sleep, and supports pupils to develop ***emotional awareness****.*

Schools should emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity and ***time spent outdoors****.*

As in all of RSHE, care should be taken to ***avoid exposing pupils to concepts which are not appropriate for them****. Schools should continue to build on the primary health and wellbeing curriculum content in secondary "*

Paragraph 40

- ✓ General Wellbeing
- ✓ Wellbeing Online
- ✓ Physical Health and Fitness
- ✓ Healthy Eating
- ✓ Drugs Alcohol, Tobacco and Vaping
- ✓ Health Protection and Prevention
- ✓ Personal Safety
- ✓ Basic First Aid
- ✓ Developing Bodies

NEW EXPECTATIONS

- Small or no changes to Healthy Eating, Drug Education, Physical Health and First Aid
- Greater focus on active promoting of physical and mental health, recognising and what is appropriate and proportionate, and when to seek help and support
- More content on online behaviours including: safety and rights, relationships, gaming (including addiction), potential financial harms, social media, apps, sharing images, impact on physical health and offline relationships.
- Additional clarity on teaching specific vocabulary for external body parts, and when menstruation is advised to be taught
- Personal Safety: **New topics** on safety in and out of the home, including fire, water, road and rail.

EXAMPLE: ROADS AND RAILWAYS

Personal Safety: "*2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.*"



Build foundation skills in KS1: Strengthen existing road safety content and expand to ensure inclusion of basic railway and water safety awareness.



Enhance age-appropriate content in lower KS2: Build on current lessons across the Puzzles to include further water safety code and railway awareness, with new scenarios and activities.



Add new content in Upper KS2: As for lower KS2, and rewrite scenarios, e.g. Aiden's story in HM Yr 4, to include focus on risk-taking around roads and railways.

Develop new assembly content: to reinforce safety learning across the whole school.



HEALTH AND WELLBEING CHANGES: JIGSAW 3-11

Existing content already strongly meeting most expectations

- Further promotion of general wellbeing
- Build in more on how to judge if feelings are appropriate/ proportionate including loneliness
- Strengthen when and where to seek help, and how to keep asking

Refresh existing content and build in new lessons where necessary for new topics on:

- Online safety and critical thinking
- Online financial harms and links to offline life
- Safety in and out of the home

- Add further content on recognising early signs of ill health
- Develop further links between mental and physical health, including outdoor learning
- Add more on personal hygiene, bacteria and viruses.



SEX EDUCATION FOR PRIMARY

"Sex Education is not compulsory in primaries, and parents have the right to withdraw their children from sex education as part of RSHE, **but we recommend that primaries teach sex education in years 5 and/or 6.**"



NEW

'This process should include **offering parents support in talking to their children about sex education and how to link this with what is being taught in school** as well as advice about parents' right to request withdrawal from sex education.'

Progression Document for RSE



Summer 1 Relationships	I can tell you what makes a good friend (visual sorting). I can demonstrate kind behaviour. I can use my words to help me when I am upset. I can be a kind friend.	I know what makes a good friend. I know what unkind behaviour is. I know how to resolve a problem with a friend using my words. I can help my friends to feel better if they are sad/upset.	I know how different people greet each other. I know people who help us. I know who my special people are. I can explain why it is important to be your own best friend.	I know what a secret who I can trust. I know who is in my family and how to keep safe. I know different ways people can touch. I can explain why I appreciate my special relationships.	I know different roles and responsibilities within a family. I know how to keep myself safe. I know that I am a global citizen. I can explain what a relationship web is.	I know why pets are special. I know why memories are important. I can explain how someone might feel when they lose someone special.	I know who I am and my characteristics. I know that people can fall out. I know how to stay safe online when speaking with friends. I know that people may have personal feelings for someone else. I can understand what it feels like to be attracted to someone.	I know who is in my relationship web. I know ways people can use power and control within a relationship. I can explain how I can use technology safely when having online relationships.

Families

- Families are important for children-security and stability
- Importance of spending time together and sharing each others lives
- That other families sometimes look different to their family but they should respect those differences
- That stable, caring relationships are at the heart of happy families and important for security
- That marriage represents a formal and legal commitment of two people intended to be together for the rest of their lives
- How to recognise if family relationships make them feel unhappy or unsafe and how to seek advice from others if needed

Friendships

- Characteristics of friendships, including mutual respect, honesty, trust, worthiness, loyalty, kindness, generosity
- Healthy friendships
- Fall outs and how to manage them correctly
- Trust and managing broken trust

Relationships

- Respecting others and difference
- Self respect and how this links to own happiness
- Different types of bullying and how to deal with this
- Tackling stereotypes
- Importance of permission seeking and giving with relationships between friends, peers and adults
- Safe relationships

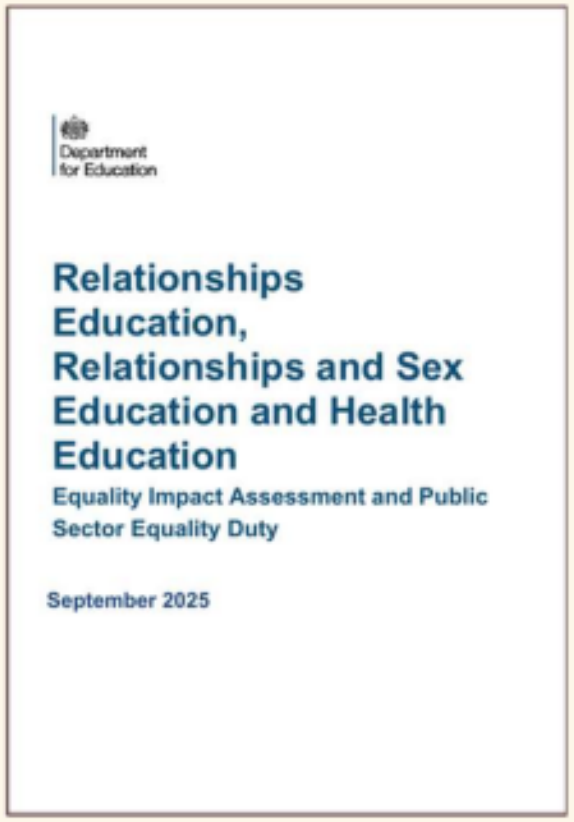
Online Relationships

- Being yourself, understanding that others may not
- Being respectful of others, even when they're anonymous
- Rules for keeping safe online and how to recognize risks, harmful content and contact and how to report them
- How to critically consider their online relationships including awareness of risks associated with people they have never met
- How information and data is shared and used online

PROTECTED CHARACTERISTICS

No expectation for explicit teaching of Protected Characteristics through RSHE in primary schools.

Jigsaw 3-11 materials will continue to reflect and celebrate difference in our communities.


Department for Education

Relationships Education, Relationships and Sex Education and Health Education

Equality Impact Assessment and Public Sector Equality Duty

September 2025

Religion and Belief

All schools may teach about faith perspectives, and should be sensitive to religious backgrounds, but no right to withdraw from statutory RSHE content

LGBT

Teaching "should illustrate a wide range of family structures in a positive way" including same-sex parents

No final Gender Questioning guidance as yet.

No specific teaching content for Jigsaw PSHE 3-11 related to gender questioning/transgender.

What is LGBTQ?

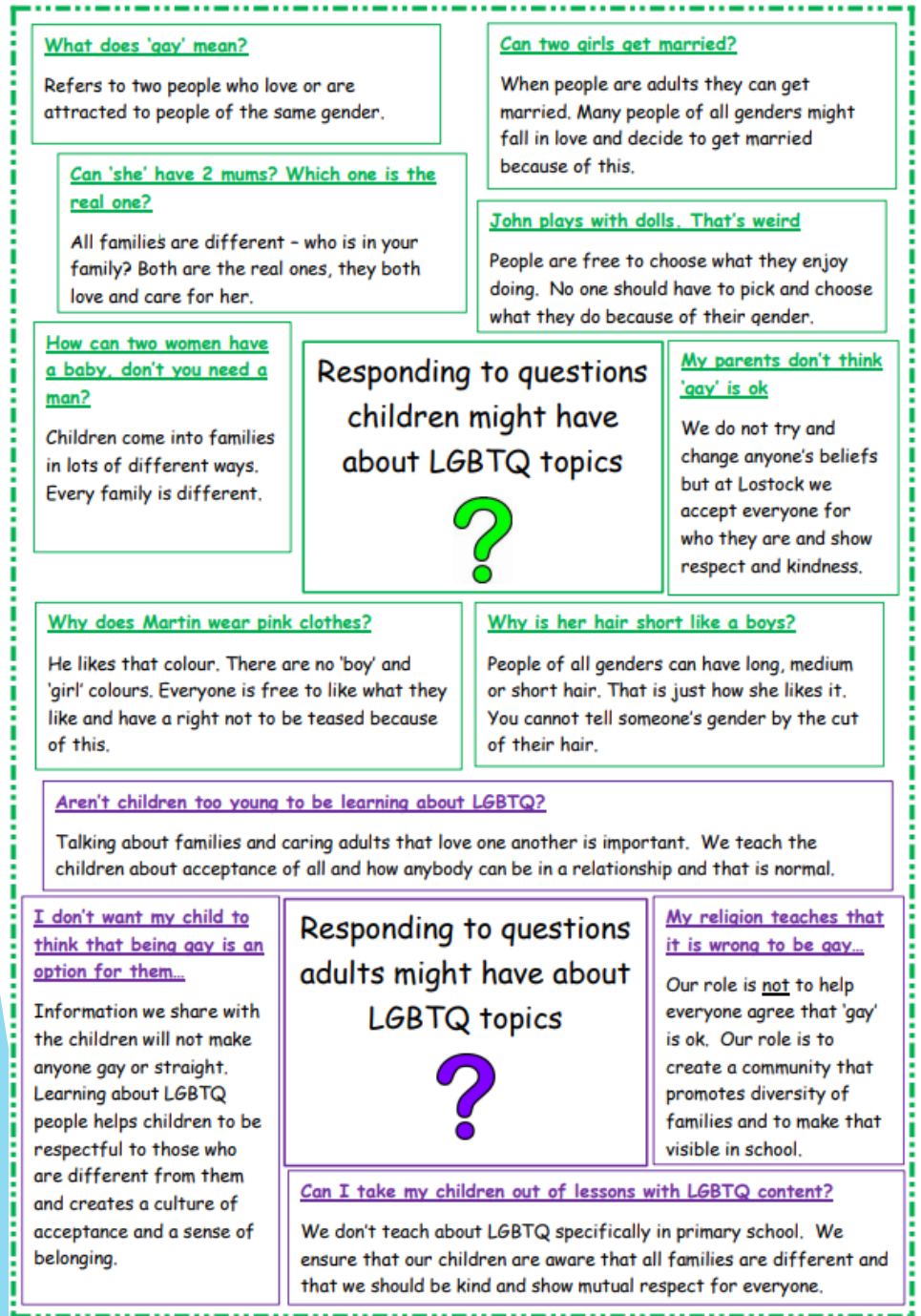
STATUTORY FROM SEPTEMBER 2020

"Primary schools are required to teach about families including LGBT" Reference

There is no guidance for what is specifically taught at primary school level. At Lostock, we build the solid foundations for equality and acceptance of all. We deliver this generically and there is no discrete learning relating to LGBT, however, as children move through key stage 2 and become more aware of this, teachers will use the correct terminology e.g. Lesbian, Gay, Bi-sexual and Transgender as an informative source. This will always be linked back to treating everybody the same and may be included within bullying examples. Where children ask questions that stretch beyond this, we will refer them to ask their grown up at home to help them understand this more.

- LGBTQ refers to 'lesbian, gay, bisexual, transgender and questioning' people in our community

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What does 'gay' mean?

Refers to two people who love or are attracted to people of the same gender.

Can two girls get married?

When people are adults they can get married. Many people of all genders might fall in love and decide to get married because of this.

Can 'she' have 2 mums? Which one is the real one?

All families are different – who is in your family? Both are the real ones, they both love and care for her.

John plays with dolls. That's weird

People are free to choose what they enjoy doing. No one should have to pick and choose what they do because of their gender.

How can two women have a baby, don't you need a man?

Children come into families in lots of different ways. Every family is different.

Responding to questions children might have about LGBTQ topics

?

My parents don't think 'gay' is ok

We do not try and change anyone's beliefs but at Lostock we accept everyone for who they are and show respect and kindness.

Why does Martin wear pink clothes?

He likes that colour. There are no 'boy' and 'girl' colours. Everyone is free to like what they like and have a right not to be teased because of this.

Why is her hair short like a boys?

People of all genders can have long, medium or short hair. That is just how she likes it. You cannot tell someone's gender by the cut of their hair.

Aren't children too young to be learning about LGBTQ?

Talking about families and caring adults that love one another is important. We teach the children about acceptance of all and how anybody can be in a relationship and that is normal.

I don't want my child to think that being gay is an option for them…

Information we share with the children will not make anyone gay or straight. Learning about LGBTQ people helps children to be respectful to those who are different from them and creates a culture of acceptance and a sense of belonging.

Responding to questions adults might have about LGBTQ topics

?

My religion teaches that it is wrong to be gay…

Our role is not to help everyone agree that 'gay' is ok. Our role is to create a community that promotes diversity of families and to make that visible in school.

Can I take my children out of lessons with LGBTQ content?

We don't teach about LGBTQ specifically in primary school. We ensure that our children are aware that all families are different and that we should be kind and show mutual respect for everyone.

- 'Responding to questions about LGBTQ' leaflet is shared with our teaching team and a mutual agreement is made to ensure that children are answered with factual information.

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Progression document for Changing Me



Summer 2 Changing Me	I am beginning to understand the humans grow. I know who my trusted adults are. I can say what I have enjoyed about Reception. I can identify some of my personal achievements using pictures to help me.	I know how I have changed since I was a baby. I know that boys and girls are different. I know that I must not touch other people without asking first. I know that as I grow up, things around me will change. I can say what I have enjoyed about Reception. I can say what I am looking forward to in Year 1. I can identify some of my personal achievements.	I know body parts. I know how I have changed since I was a baby. I can describe some simple life cycles. I can understand what worries are and know who I can share them with. I can talk about what I am looking forward to in Year 2.	I know how my body changed since I was a baby. I know the body parts including penis, testicles and vagina. I understand the life cycles of animals and humans. I can explain what things have changed since I was a baby and what have stayed the same. I can appreciate how to cope with changes in our lives.	I know the correct vocabulary penis, testicles, and vagina. I know that our private parts are private. I know the natural process of growing from a baby to the elderly. I can describe the life cycles of nature. I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old. I can identify what types of touch I like and don't like. I can talk about what changes I can make for next year.	I know that it is the female who usually carries the baby (seahorse is male). I know how babies grow inside the mother's uterus and what babies need to grow healthily. I know that girls' and boys' bodies need to change so they can make babies when they grow up. I can understand that lots of changes happen to both animals and humans. I can identify how girls and boys bodies can change during this growing up process both outside and inside. I can identify how bodies change on the outside during the growing up process.	I know the names of the male and female internal organs (necessary for making a baby). I know that characteristics are hereditary due to the joining of the sperm and the egg at conception. I know how girls' bodies change in order for her to be able to have a baby (menstruation cycle/periods). I can understand that these changes are natural and a part of growing up I can explain what I am looking forward to in Year 6.	I know how a baby is made (conception). I know that sometimes IVF is needed to help them have a baby. I know how to look after myself both physically and emotionally. I know what 'Grooming' is– online and offline. I can describe my own self-image and how my body image fits into that. I can explain how a girl's body changes during puberty I can explain how boys and girls bodies change during puberty I know how a baby is made (conception). I can say what I am looking forward to when I am a teenager.

- From Year 1-3, children will learn about the emotional, social and physical aspects of growing up and how relationships are formed
- In Year 4-6, we will continue to build on previous learning and begin to learn about puberty and human reproduction and human sexuality.
- Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).
- A comprehensive programme of study provides accurate knowledge that enables them to develop essential skills for building positive, enjoyable, respectful and non-exploitative relationships including both on and offline.

- The overview has been compiled to help you see how our PSHE framework is set out and how the content of SRE is covered.
- No graphic content- all images/clips are age appropriate
- Not all lessons are recorded in pupils' books- verbal discussion may be more appropriate
- Lessons are tailored to suit the needs of their children and are all age appropriate

Right to withdraw

We must make you aware that it is your right to withdraw your child from the 'sex education' sessions but we hope that with this workshop, you will agree that the content is more than suitable for your children and essential in order to ensure that our children grow up confident, safe and happy children