

RSHE

Relationships, Sex and Health Education



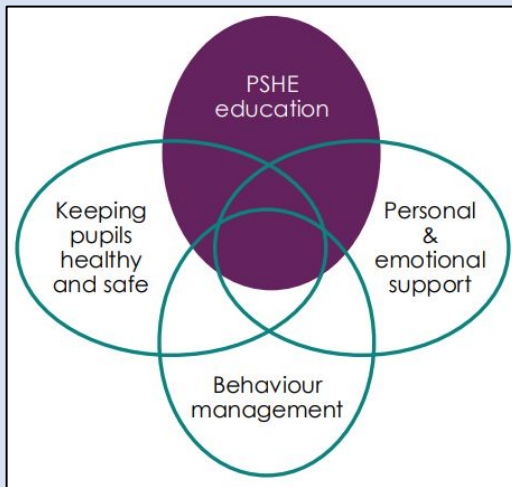
PSHE

Personal, Social & Health Education



What is the purpose of RSHE?

The overarching aim of RSHE is to help children and young people to develop the knowledge, skills, attitudes and values to become healthy, happy, safe, confident, respectful and responsible citizens – both now and in the future.



Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self respect, honesty, integrity, courage, kindness, and trustworthiness.

Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships.

Effective teaching will support prevention of harms by helping young people understand and identify when things are not right.



RSHE Policy update



NURTURE ASPIRATION EQUALITY
INCLUSION CREATIVITY

Meridian Primary School Personal, Social, Health Education with Relationships and Sex Education (RSHE) Policy

Updated June 2026. Next review June 2026.

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- We now mention explicitly the content taught regarding Sex Education, and how teachers tackle questions outside the curriculum.
- We have mentioned how we aim to consult parents on the RSE curriculum and how they are made aware of the importance of the subject, as well as how it is taught. We also refer as to how PSHE/ RSE will be monitored and reviewed during the academic year.
- We have referred to school policies that staff should use in the case of a child making a disclosure - Behaviour & Safeguarding.
- The inclusion section of the document now refers to LGBT families and the importance of any teaching being managed sensitively, age-appropriately and respectfully in line with statutory guidance and the Equality Act 2010.

Meridian website > Our school > School Policies

Statutory Relationships Education, Relationships and Sex Education and Health Education (RSHE)

It is mandatory to provide a PSHE education that covers:

- Health Education and Relationships Education (in all primary schools)
- Relationships and Sex Education or RSE (in all secondary schools).

The new requirements applies to all schools, including academies and independent schools.

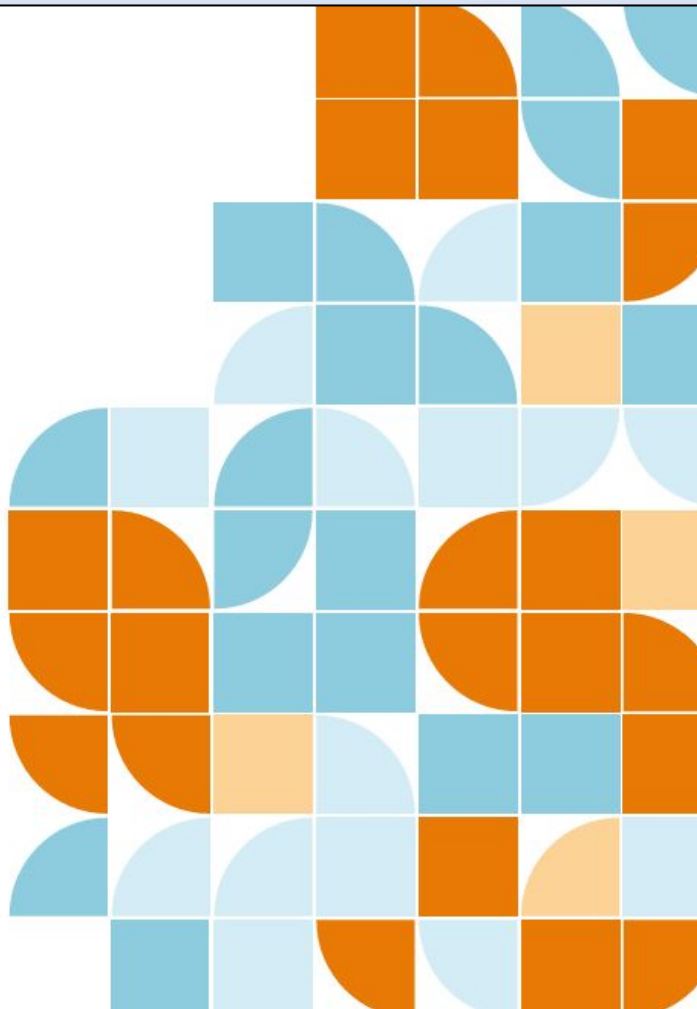
‘Children cannot be withdrawn from statutory Relationships Education or Health Education in primary or secondary education. This is to ensure that all children and young people learn about safe and healthy relationships, including online safety. This is vitally important to any young person’s development’.

At Meridian, we have always taught relationships and sex education. The statutory curriculum reflects our ethos and our staff are trained to deliver it.

PSHE education Curriculum Model

KS1

KS2



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Making friends: playing and learning together	Mental health and wellbeing	Celebrating me, you and our families	Safety at home	Being healthy	Showing kindness to ourselves and others
Year 2	Mental health and wellbeing	Keeping safe online	Me, my body and staying safe	Money and work	Safety outside the home	Looking back and moving on
Year 3	Me, my friends and belonging	Mental health and wellbeing	Building healthy habits	Making choices online	Keeping safe out and about	Looking out for each other
Year 4	Mental health and wellbeing	Exploring ways to manage risk	Forming respectful relationships	Money matters and news literacy	Me, my body and growing up	Families and growing together
Year 5	Friendships, stereotypes and bullying	Mental health and wellbeing	Positively engaging with our world	Respecting boundaries	Safe connections online	Embedding healthy habits and learning first aid
Year 6	Mental health and wellbeing	Managing money and online spending	Changes in puberty (and sex education)	Drug education: assessing risk and managing influences	Developing our AI literacy	Looking to the future

Long term overview

Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Friendships, stereotypes and bullying This unit explores respectful relationships and what to do about bullying. Pupils learn how to recognise and challenge stereotypes and prejudiced or extreme views. Suggested lessons: <u>Friendship and bullying</u> – Y5–6 L1: Including others L2: Positive and respectful friendships L3: Bullying and its impact <u>Belonging and community</u> – Y5–6 L3: Challenging stereotypes L4: Addressing extremism Alternative/ additional lessons: Changing Faces: A World of Difference  COMING SOON Assistance Dogs UK lesson	Mental health and wellbeing This unit revisits and builds on prior learning about mental health, exploring how different self-regulation strategies can help shift habitual thoughts and emotions, and support wellbeing. Suggested lessons: <u>Foundations for Wellbeing</u> – Y5 L1: Noticing and naming emotions L2: Directing attention and managing distractions L3: Changing thinking habits L4: Rumination and worry L5: Managing reactivity Alternative/ additional lessons: OHID: Every mind matters – KS2 	Positively engaging with our world This unit examines healthy ways of engaging with news stories and the impact that climate change can have on emotions and wellbeing. Suggested lessons: <u>Guardian Foundation: NewsWise</u> – ages 9–11 L3: Managing feelings about the news L5: Spotting fake news L6: Understanding that news is targeted <u>UCL: Climate change – empathy and agency</u> – KS2 L1: Connecting with nature L2: Everyday actions L3: Doing it together	Respecting boundaries This unit explores personal boundaries, different types of touch, and how to respectfully ask, give or not give permission. Suggested lessons: <u>Consent</u> – KS2 L1: Giving and seeking permission L2: Personal boundaries L3: Appropriate and inappropriate touch <u>NSPCC: Talk PANTS</u> – ages 9–11 L6: How can the PANTS rule help us? <u>Female genital mutilation</u> – Y5–6* L1: Keeping safe – FGM *See the Programme of Study for further guidance on teaching about FGM at the primary phase. Alternative/ additional lessons: Gloucestershire Healthy Living and Learning: Understanding consent 	Safe connections This unit supports pupils to stay safe and manage risks if socialising online. It also touches on cybercrime. Suggested lessons: <u>CEOP: Play, like, share</u> – ages 8–10 L1: Block him right good, Alfie! L2: Who's Magnus? L3: They have fans, we have friends! <u>CEOP: Connect</u> – Y5–6 L1: Respectful relationships L2: Socialising online <u>NCA: Making the right CyberChoices</u> – Y5–6 Alternative/ additional lessons: City of London Police: Cyber detectives  NSCS: CyberSprinters – lesson 3 	Embedding healthy habits and learning first aid This unit supports pupils to recognise the benefits of healthy habits such as sun safety, regular exercise and goal setting. It also covers first aid. Suggested lessons: <u>Melanoma Fund: Sunguarding schools</u> – KS2 <u>Sure: Breaking limits</u> – KS2 L1: Confident mover L2: Team player L3: Goal setter <u>St John's Ambulance: First aid</u> – KS2 L2: Asthma L9: Head injuries

New topics introduced into the 2026 curriculum:

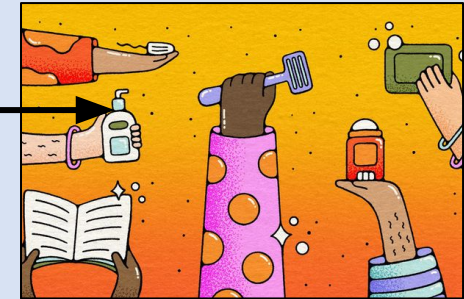
Safety and Everyday Risks

- **Travel and Environmental Safety:** Teaching practical safety rules around roads, railways, open water, and fire risks.
- **Online Safety and AI:** Introducing basic digital literacy, including recognizing fake information online and understanding the basics of how AI works.
- **Personal Boundaries:** Helping children recognize, set, and respect physical and emotional boundaries in friendships and real-life interactions.



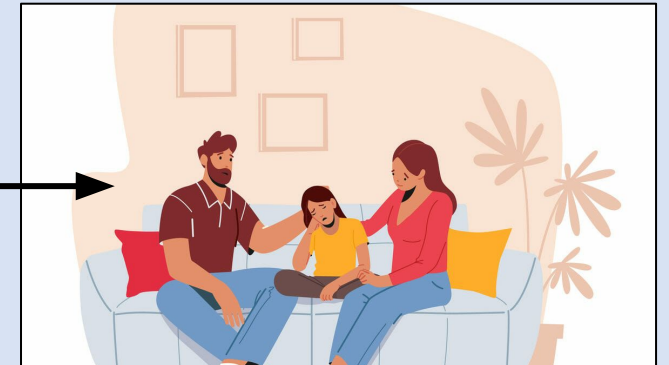
Safeguarding and Health

- **Anatomical Terminology:** Mandating the use of accurate biological terms for body parts, including genitalia, to help children accurately report any safeguarding or abuse concerns.
- **Puberty Preparation:** Introducing the physical and emotional changes of puberty earlier to ensure children are prepared before these changes begin.



Emotional Wellbeing

- **Grief and Loss:** Explicitly teaching children about grief, bereavement, and coping with loss using clear, age-appropriate, non-medicalized language.
- **Mental Health Resilience:** Focusing on how to manage everyday emotional challenges and building basic coping strategies.



Setting the climate for learning

We have ground rules that match the 3 basic, human rights of the child:

- To be able to learn
- To be and to feel safe
- To be and to feel respected

Rights come with **responsibilities**.

Responsibilities require **rules**.

Ground rules are set with the children before any RSHE takes place.

Year 2

Example activities in PSHE

	Unhelpful thoughts	Helpful thoughts
Trying a challenging puzzle. 		
Going to a birthday party alone. 		
Making a mistake in an art lesson. 		

Year 5

Mental Health & Wellbeing

What does 'emotion' mean?

'Emotion' is how someone makes sense of their **thoughts** and **feelings** in different situations.

For example, if someone has just tripped up on their way into assembly... and has **thoughts** like this... and **feelings** like this... ... their **emotion** might be **embarrassment**.

Oh no! Everyone is staring at me!

face feels hot

Would Zam have a lot of energy from this emotion?

Or in the middle?

Or not much energy?

Is it unpleasant?



Or in the middle?

Is it pleasant?



I can't do it	I am not good at this	I'm worried about making a mistake	It's too hard	I don't know how
I'll keep trying	I'll try a different way	With more practice it will get easier	I can ask for help	Mistakes can help me learn

Example activities in PSHE

Families

Year 1

Esma's family spend time together in different ways.



Watching nature programmes.



Going to mosque.

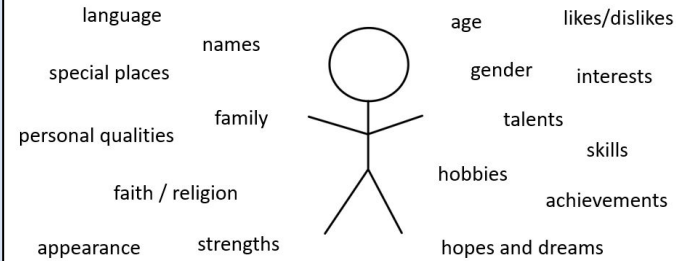


Playing games in the park.

Esma and her older sister Isabel have so much fun together. They often play computer games and make Esma's favourite food, pancakes! Isabel is starting university next month and moving away. Esma is feeling sad about Isabel leaving and not being able to spend as much time with her.

Year 3

What factors might make someone's personal identity?



Personal identity

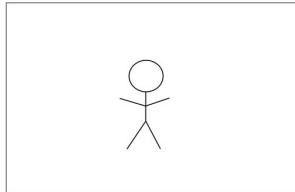
Your identity map

Draw and write about some of the things that make up your identity.

What personal qualities do you have?

What are you interested in?

What makes you individual?



Expressing identity

How might this person show their identity?

- How they look, such as clothes, or hairstyles or things they choose to wear.
- How they speak, such as languages or accents.
- What they do, such as hobbies.



- Things they enjoy, celebrate and share with others.
- How they behave and demonstrate their personal qualities.
- Being with other people who have things in common with them.

Sources of support/ further reading

Sex Education Forum: sexeducationforum.org.uk | Working together for quality relationships and sex education

PSHE Association: PSHE Association | Charity and membership body for PSHE education

Oak National Academy: thenational.academy/

2025 SHEU Results: healthy-schools@royalgreenwich.gov.uk

Delivering inclusive RSHE

RSE for all autism and SEND inclusive lesson pack: brook.org.uk/education/autism-send-inclusive-lesson-pack/

Sexual Expression – RSE resources for people with learning difficulties and disabilities:

vfjuk.org.uk/wp-content/uploads/2020/10/oa5717427zlv37zti0nx.pdf

Just Like Us - free LGBT+ inclusive, educational resources: justlikeus.org/lgbt-school-resources/

Online safety and awareness

London Grid for Learning (LGfL) SafeguardED: lgfl.net/Safeguarding/saferesources

