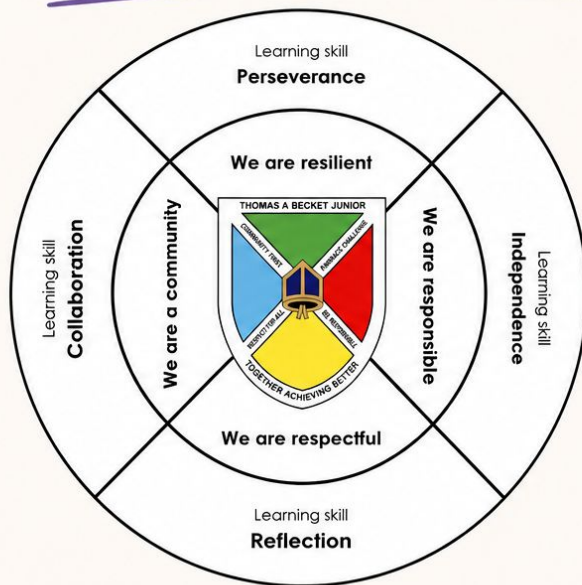
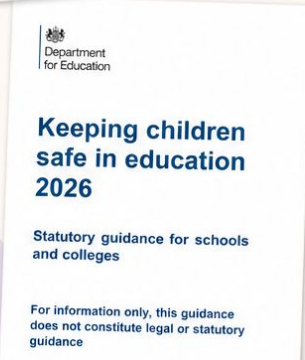
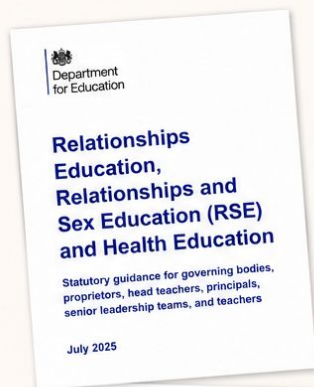


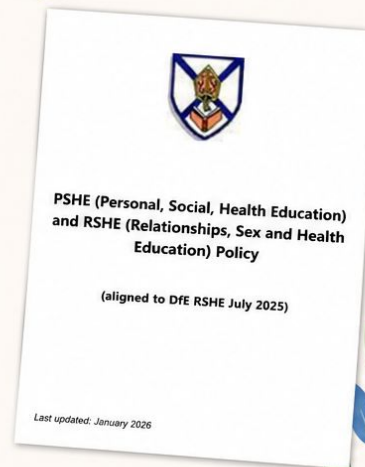


RSHE 2026

♥ How we have approached the new **RSHE** guidance ♥



Thomas A Becket Junior School



Welcome and purpose



to share the RSHE curriculum



explain recent updates to guidance



clarify statutory requirements



answer questions



reassure

As we go through
please feel free to
write questions on
a post it note and
we will go through
those at the end



Thomas A Becket
Junior School

? What do parents sometimes think RSHE is? ?



Young children being taught explicit sexual content.



Lessons encouraging children to question their gender or sexuality.



Detailed discussions about sexual relationships in primary school.



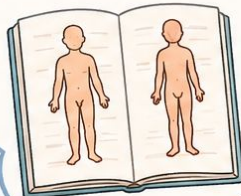
Teaching children about contraception at a very young age.



Children being encouraged to keep secrets from parents.



Graphic diagrams or inappropriate images.



Children being told that their family's beliefs are wrong.



Lessons that undermine family values or religious beliefs.



Social media, pornography and online content being introduced too early.



Children being encouraged to change their name or pronouns.



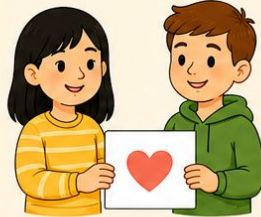
What RSHE is



Friendships



Kindness and Respect



Boundaries



Online Safety



Puberty



Growing Up



Families



Consent and Body Safety

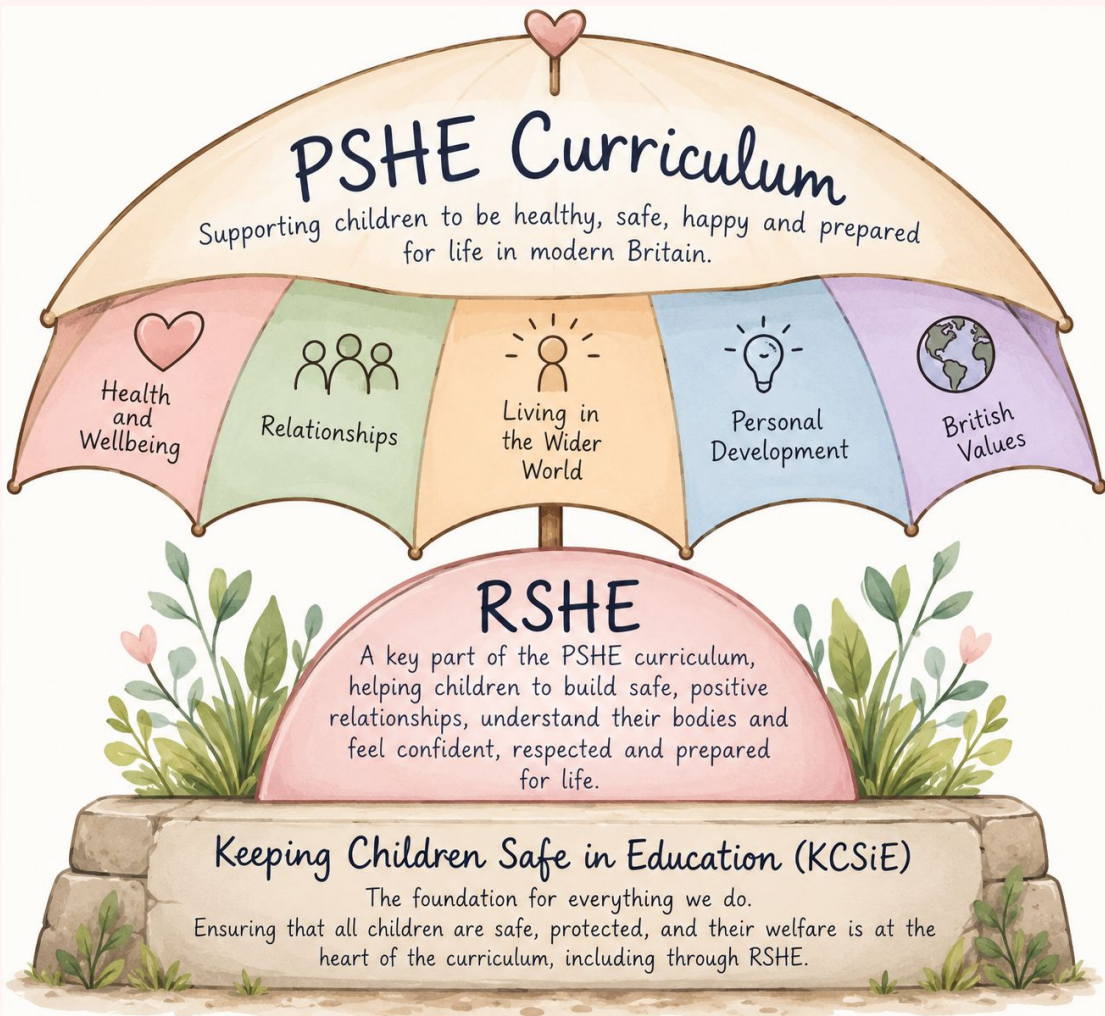


Healthy Relationships



Emotional Wellbeing





PSHE Curriculum

Supporting children to be healthy, safe, happy and prepared for life in modern Britain.

Health
and
Wellbeing

Relationships

Living in
the Wider
World

Personal
Development

British
Values

RSHE

A key part of the PSHE curriculum, helping children to build safe, positive relationships, understand their bodies and feel confident, respected and prepared for life.

Keeping Children Safe in Education (KCSiE)

The foundation for everything we do.
Ensuring that all children are safe, protected, and their welfare is at the heart of the curriculum, including through RSHE.

Our Approach to RSHE

At Thomas A Becket Junior School

We support every child to grow in knowledge, understanding and confidence, helping them to lead healthy, happy and independent lives.



OUR RSHE JOURNEY

Our RSHE journey begins in our Infant School and continues with us in Junior School.



HOW WE TEACH RSHE



SENSITIVELY



USING DISCUSSION



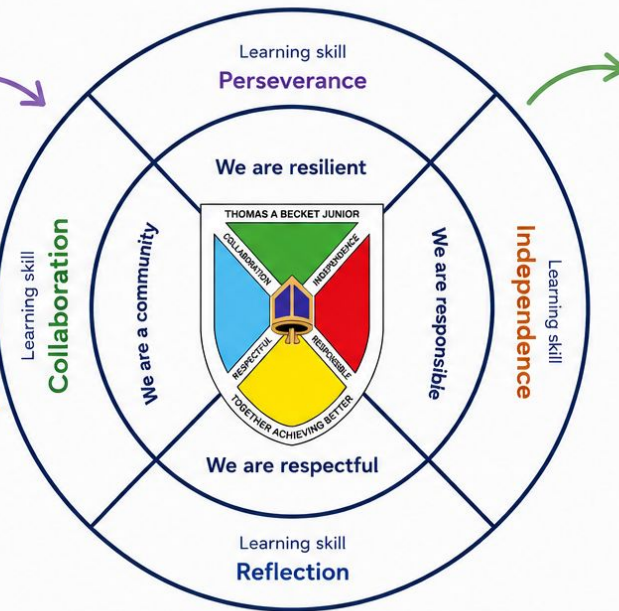
ACTIVE LEARNING



APPROPRIATE LANGUAGE



BUILDING ON PRIOR LEARNING



BUILT ON THE ZONES OF REGULATION



Helping pupils understand and manage their emotions, build self-regulation and thrive in their learning and relationships.



BLUE ZONE



GREEN ZONE



YELLOW ZONE



RED ZONE



SAFEGUARDING



THROUGH OUR RSHE APPROACH, WE PROMOTE:

EMOTIONAL WELL-BEING



HEALTHY RELATIONSHIPS



CONFIDENT FUTURES

Our approach with the new guidance



Relationships education: content to be covered by the end of primary

Families and people who care for me

Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
3. That the families of other children, 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.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Families

KS2 | Learning opportunities: Pupils should have the opportunity to learn...

5. how and why families differ (e.g. with or without children, single parents, LGBT+ parents, blended families, adoption and fostering), and that all families should be respected **F3**
6. that families should provide love, care, protection, and safety for children as they grow up **F1 F4**
7. that there are different types of relationships (e.g. friendships, family and romantic relationships); about committed, stable relationships, including marriage and civil partnerships **F4 F5**
8. that families can go through changes (e.g. new siblings, moving home) and experience difficult times, and can support each other through these **F2**
9. what to do and who to talk to if someone is worried about their family or feels unsafe **F6**

* see naming and recognising emotions in 'Mental health and wellbeing'

The seven RSHE strands in the statutory guidance

The Department for Education's statutory Relationships, Sex and Health Education (RSHE) for primary schools is organised into seven strands. These set out the key topics that all primary schools must teach.

1. Families and people who care for me



Different families, people who care for us, committed relationships and what makes a happy, healthy family life.

2. Caring friendships



Friendship skills, kindness, inclusion, resolving conflict and recognising healthy and unhealthy friendships.

3. Respectful relationships



Respect, consent, boundaries, privacy and recognising healthy and unhealthy relationships.

4. Online relationships



Being safe and kind online, the same expectations as face-to-face relationships, and recognising risks online.

5. Being safe



Keeping ourselves and others safe, managing risk, recognising unsafe situations and seeking help.

6. Respectful behaviour



The importance of respect, how to treat others, recognising unacceptable behaviour, including bullying, and challenging it safely.

7. Personal safety



Recognising risks, including online and offline, knowing how to seek help and who to turn to for support.

How PSHE is organised at TAB

At Thomas A Becket Junior, we use the PSHE Association's Programme of Study. This organises our PSHE curriculum into three core areas, with statutory RSHE content woven across two of these areas.

PSHE at TAB

Preparing our children for life



Health and Wellbeing

Helping children to keep themselves healthy, safe and well, and to build resilience.



Physical health and mental wellbeing



Growing and changing (including puberty)



Healthy lifestyles (including sleep, healthy eating and exercise)



Keeping safe (including drugs, alcohol, tobacco and first aid)



Relationships

Developing the knowledge, skills and attributes for positive, safe and respectful relationships.



Families and friendships



Respectful relationships



Online relationships



Being safe and personal safety



Living in the Wider World

Preparing children to be responsible, active members of society.



Economic wellbeing (money and work)



Careers and aspirations



Citizenship and community



Identity, diversity and equality

Statutory RSHE strands

The seven RSHE strands are taught across our Health and Wellbeing and Relationships areas.



Families and people who care for me



Caring friendships



Respectful relationships



Online relationships



Being safe



Respectful behaviour



Personal safety

These areas reflect the PSHE Association's Programme of Study. RSHE is not a separate subject, but an important part of our wider PSHE curriculum.



Through this integrated approach, we equip our children with the knowledge, skills and values they need to lead healthy, happy and successful lives.



Our long term plans



H - Health and Wellbeing



R - Relationships



L - Living in the Wider World



Term	Skills & Links	National Curriculum Objectives & Learning Objectives	Prior Learning, Common Misconceptions & Areas of Difficulty/Suggested Activities
Autumn	Skills: • listening and learning • discussion • respect • empathy	National Curriculum Objectives: 1. To recognise positive things about themselves and their environment, and to have realistic personal goals. 2. To identify personal strengths, achievements and interests and to have realistic personal goals. 3. To understand the importance of having a healthy diet, how to choose other people and how to manage their own health and safety. 4. To understand the importance of having a healthy diet, how to choose other people and how to manage their own health and safety.	Prior Learning, Common Misconceptions & Areas of Difficulty/Suggested Activities: 1. To identify personal strengths, achievements and interests and to have realistic personal goals. 2. To understand the importance of having a healthy diet, how to choose other people and how to manage their own health and safety. 3. To understand the importance of having a healthy diet, how to choose other people and how to manage their own health and safety.

Year 3

Term	Skills & Links	National Curriculum Objectives & Learning Objectives	Prior Learning, Common Misconceptions & Areas of Difficulty/Suggested Activities
Autumn	Skills: • listening and learning • discussion • respect • empathy	National Curriculum Objectives: 1. To recognise positive things about themselves and their environment, and to have realistic personal goals. 2. To identify personal strengths, achievements and interests and to have realistic personal goals. 3. To understand the importance of having a healthy diet, how to choose other people and how to manage their own health and safety. 4. To understand the importance of having a healthy diet, how to choose other people and how to manage their own health and safety.	Prior Learning, Common Misconceptions & Areas of Difficulty/Suggested Activities: 1. To identify personal strengths, achievements and interests and to have realistic personal goals. 2. To understand the importance of having a healthy diet, how to choose other people and how to manage their own health and safety. 3. To understand the importance of having a healthy diet, how to choose other people and how to manage their own health and safety.

Year 4

Term	Skills & Links	National Curriculum Objectives & Learning Objectives	Prior Learning, Common Misconceptions & Areas of Difficulty/Suggested Activities
Autumn	Skills: • listening and learning • discussion • respect • empathy	National Curriculum Objectives: 1. To recognise positive things about themselves and their environment, and to have realistic personal goals. 2. To identify personal strengths, achievements and interests and to have realistic personal goals. 3. To understand the importance of having a healthy diet, how to choose other people and how to manage their own health and safety. 4. To understand the importance of having a healthy diet, how to choose other people and how to manage their own health and safety.	Prior Learning, Common Misconceptions & Areas of Difficulty/Suggested Activities: 1. To identify personal strengths, achievements and interests and to have realistic personal goals. 2. To understand the importance of having a healthy diet, how to choose other people and how to manage their own health and safety. 3. To understand the importance of having a healthy diet, how to choose other people and how to manage their own health and safety.

Year 5

Term	Skills & Links	National Curriculum Objectives & Learning Objectives	Prior Learning, Common Misconceptions & Areas of Difficulty/Suggested Activities
Autumn	Skills: • listening and learning • discussion • respect • empathy	National Curriculum Objectives: 1. To recognise positive things about themselves and their environment, and to have realistic personal goals. 2. To identify personal strengths, achievements and interests and to have realistic personal goals. 3. To understand the importance of having a healthy diet, how to choose other people and how to manage their own health and safety. 4. To understand the importance of having a healthy diet, how to choose other people and how to manage their own health and safety.	Prior Learning, Common Misconceptions & Areas of Difficulty/Suggested Activities: 1. To identify personal strengths, achievements and interests and to have realistic personal goals. 2. To understand the importance of having a healthy diet, how to choose other people and how to manage their own health and safety. 3. To understand the importance of having a healthy diet, how to choose other people and how to manage their own health and safety.

Year 6

Long Term Planning

Our medium term planning

H - Health and Wellbeing



R - Relationships

3	Sequence 6 Suggested time: 30 minutes.	National Curriculum Objectives & Learning Intention(s) RS: to recognise that there are different types of relationships (eg. friendships, family relationships, romantic relationships, online relationships) RS: about their legal and civil partnership as a legal declaration of commitment made by adults who have reached the age of 16, which is intended to last long. RS: to recognise positive relationships in our lives. Suggested Activities Start with: Discuss that there are different types of relationships. Talk for learning: Undertake play acts to collaborate on examples of relationships. Main: Ask children to consider positive relationships in their lives. Facilitate whole class discussion on what constitutes a positive relationship (eg. trust, honesty, kindness). Then ask children to consider alternative types of a negative relationship. Ask them to make this relationship less positive (e.g. arguments, unknowns etc.) Work through the following scenarios with children, ask them to consider if this is a positive or negative relationship and ask them to understand play acts to explain why. Scenario 1: My best friend is always telling me to do things, check my phone off me when I said I needed to go home from the park. Scenario 2: My teacher wants for me when I come out of school because he doesn't like me walking home in the dark on my own. Scenario 3: Your friend gets annoyed when you are playing with other people and then refuses to talk to you. Exit: Circle on think of a person with whom they have a positive relationship, draw and describe in their PSHE books with their names in a positive relationship and why this person is important to them. Possible scenarios: Children could trace around the outline of a person and write inside adults or the names for L & R. Finally: Ask children to consider if all relationships will always be positive. Notes:	Key Vocabulary/Idioms: Positive, negative, relationship, parents, friends, friends, partners, relatives, trust, honesty, empathy, kindness, arguments, disagreements. Resources: • Worksheet with a rhinoceros on • Puppets.
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Where have the children met this so far? The children are familiar with zones language and therefore should demonstrate an grasp in this understanding.		
Lesson 1 Sequence 6 Suggested time: 10 mins	National Curriculum Objectives & Learning Intention(s) • To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or emotions of others. Circle of Regulation is to be used here. Suggested Activities & Success Criteria: This is a discussion lesson so there is no recording in books. Starter - Spend a few minutes practising some of the tools shown on the board. Retrieval practice - In pairs can children write on whiteboards as many emotions for different zones. Go over the answers ensuring that all children are clear on the answers and which emotion fits with which zone. Main Input - Show the children the emotion picture and discuss how they make them feel - encourage talk phrases. Try to encourage debate with 1 age with... "I disagree with..." which allows children to understand that they may not all feel the same way. Do this initially in pairs and small groups and then feedback as a whole class. Build On Demonstrate making a feelings story using the picture e.g. "The integer woke up and she was so excited because it was her birthday. Just then, her mum reminded her to brush her teeth and she became angry because she didn't think she should have to brush her teeth on her birthday. After the children have discussed this then discuss as a whole the timeline of emotions and look at what she could do to self-regulate when she's in the green zone. Exit: Ask the children to use their own tools in their reflection books and look through their tools. Children to identify if they are currently in the green zone. If not, could they practise using some of their strategies to help them return to the green zone.	Key Vocabulary/Idioms: • language of emotions • Self-regulate self-regulations Resources: • flip chart

Education for Safeguarding in West Sussex Schools

Welcome to WSSCC Education for Safeguarding, a suite of tools designed to enable you to develop a needs-based curriculum for all pupils in your school whilst also ensuring that the national expectations for RSHE are fully addressed.

L - Living in the Wider World



E4S Medium Term Plan | Scheme Card 8

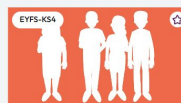
Year 4/5	Unit	Topic
Year 4/5	Unit 1	Unit 1: The World Around Us
Year 4/5	Unit 2	Unit 2: The World Around Us
Year 4/5	Unit 3	Unit 3: The World Around Us
Year 4/5	Unit 4	Unit 4: The World Around Us
Year 4/5	Unit 5	Unit 5: The World Around Us
Year 4/5	Unit 6	Unit 6: The World Around Us
Year 4/5	Unit 7	Unit 7: The World Around Us
Year 4/5	Unit 8	Unit 8: The World Around Us
Year 4/5	Unit 9	Unit 9: The World Around Us
Year 4/5	Unit 10	Unit 10: The World Around Us

Unit	Topic	Learning Objectives	Assessment Objectives	Resources
Unit 1	Unit 1: The World Around Us	Unit 1: The World Around Us	Unit 1: The World Around Us	Unit 1: The World Around Us
Unit 2	Unit 2: The World Around Us	Unit 2: The World Around Us	Unit 2: The World Around Us	Unit 2: The World Around Us
Unit 3	Unit 3: The World Around Us	Unit 3: The World Around Us	Unit 3: The World Around Us	Unit 3: The World Around Us
Unit 4	Unit 4: The World Around Us	Unit 4: The World Around Us	Unit 4: The World Around Us	Unit 4: The World Around Us
Unit 5	Unit 5: The World Around Us	Unit 5: The World Around Us	Unit 5: The World Around Us	Unit 5: The World Around Us
Unit 6	Unit 6: The World Around Us	Unit 6: The World Around Us	Unit 6: The World Around Us	Unit 6: The World Around Us
Unit 7	Unit 7: The World Around Us	Unit 7: The World Around Us	Unit 7: The World Around Us	Unit 7: The World Around Us
Unit 8	Unit 8: The World Around Us	Unit 8: The World Around Us	Unit 8: The World Around Us	Unit 8: The World Around Us
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Unit 4	Unit 4: The World Around Us	Unit 4: The World Around Us	Unit 4: The World Around Us	Unit 4: The World Around Us
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Unit 6	Unit 6: The World Around Us	Unit 6: The World Around Us	Unit 6: The World Around Us	Unit 6: The World Around Us
Unit 7	Unit 7: The World Around Us	Unit 7: The World Around Us	Unit 7: The World Around Us	Unit 7: The World Around Us
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Unit 10	Unit 10: The World Around Us	Unit 10: The World Around Us	Unit 10: The World Around Us	Unit 10: The World Around Us



KS2-KS4
PSHE Association lesson pack
Committed relationships and family life
Help young people to understand the different features of committed relationships and families
View lesson pack



EYF5-KS4
PSHE Association lesson pack
Friendship and bullying
Help pupils make and maintain respectful friendships and safely respond to bullying incidents. Includes lessons for pupils with SEND.
View lesson pack



KS1-KS2
PSHE Association lesson pack
Embracing change and new challenges
Support primary pupils with the move to KS2 and secondary school.
View lesson pack



KS1-KS2
PSHE Association lesson pack
Changing and growing up Relationships Education lesson pack
Age-appropriate lessons on healthy relationships and puberty for KS1-2, fully aligned to the 2020 RSHE statutory guidance.

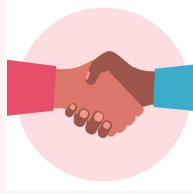


KS1-KS2
PSHE Association lesson pack
Road and rail safety
Support pupils to understand how to keep themselves safe around roads and railways
View lesson pack

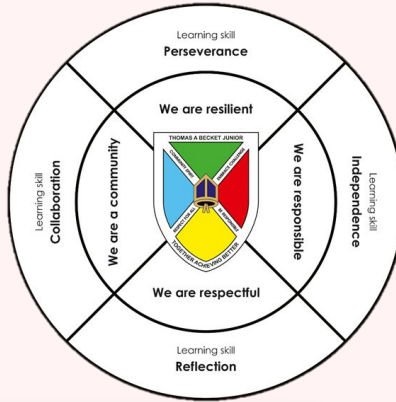


KS2
PSHE Association lesson pack
Pick your pics
Introduce the concept of safe and unsafe image sharing and how to seek help and report concerns.
View lesson pack

What does it look like in class?



Group work- Using the talk plan



What tools do you need to put in your backpack to help you with your learning challenge?

Have you packed your:

- Talk phrases
- Zones toolkit
- Any physical resources
- Knowledge organiser
- Anything else?

TAB Learning Challenge

Independence

- What strategies will help me with this challenge?
- Have I retrieved my previous learning?
- Am I in the right zone to begin my learning?

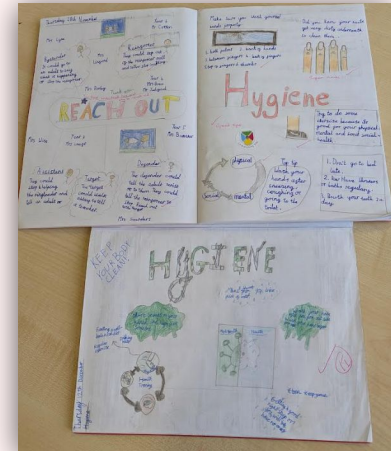
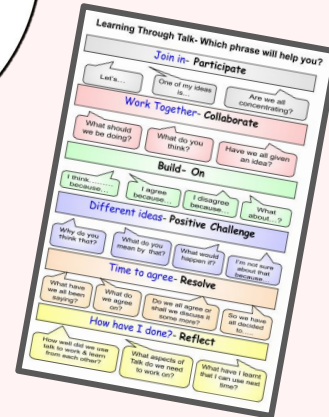
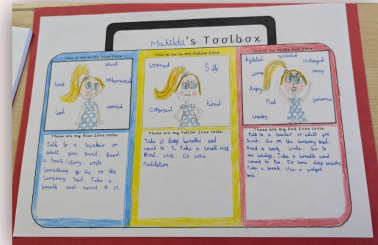
Reflection

- What went well?
- What can I improve on?
- What did I experience that I could learn from?

Perseverance

- How can I regulate my emotions?
- What is going well?
- What can I do if I am struggling?

How can you embrace your learning challenge?



What has changed in RSHE under the new framework?



1. Relationships and friendships



More focus on healthy friendships, respectful relationships, boundaries, managing feelings, self-esteem and respect for others.

2. Online safety



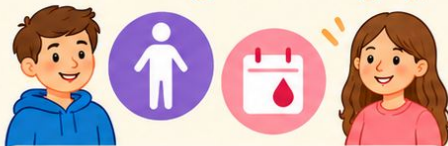
Greater emphasis on safe internet use, privacy, online pressure, scams, gaming and knowing where to get help.

3. Keeping children safe



More learning about body privacy, boundaries, recognising unsafe situations and who to talk to if worried.

4. Growing and changing



More learning about body changes, puberty, the human life cycle, periods and personal hygiene.

5. Health and wellbeing



Increased focus on mental health, healthy eating, sleep, exercise, vaping, alcohol and managing screen time.

6. Families



More learning about different types of families and that all families are unique and should be respected.



7. Working with parents



Sharing our RSHE curriculum and policies with parents.



Explaining what is taught and when.



Providing opportunities for consultation



Making teaching materials available on request.

Statutory vs Non-Statutory Content

What we teach at Thomas A Becket and what parents can and cannot withdraw from.



Statutory content (cannot withdraw)

These topics are part of the statutory Relationships and Health Education and the National Curriculum for Science. **All children take part in this learning.**

- ✓ The human life cycle
- ✓ Puberty and body changes (physical and emotional)
- ✓ Hormones
- ✓ Menstruation, erections, ejaculation and wet dreams
- ✓ Naming and understanding the reproductive organs
- ✓ Respectful relationships, consent and boundaries
- ✓ Keeping safe and making healthy choices
- ✓ Reproduction taught through the National Curriculum for Science



Additional sex education (can withdraw)

These topics are not part of the statutory Relationships and Health Education or the National Curriculum for Science. **Parents have the right to request that their child is withdrawn from this additional content.**

In Year 6 at Thomas A Becket, our additional teaching covers one area:

- that an egg cell and a sperm cell are needed for human reproduction and that when a sperm cell joins with an egg cell this is called fertilisation.



We do not teach children about sexual intercourse or explain how the sperm and egg come together.



Working in partnership with parents:

clear information, age-appropriate teaching and respect for family values.



What do we mean by 'sex education' at TAB?



What we teach



Puberty and growing up

Children learn about the physical and emotional changes that happen as their bodies mature.



Human reproduction

In Year 6, children learn that an egg cell and a sperm cell are needed for human reproduction and that when a sperm cell joins with an egg cell this is called fertilisation.



Pregnancy and birth

Children learn that following fertilisation a baby can develop in the uterus during pregnancy and that a woman gives birth.



Working in partnership with parents: clear information, age-appropriate teaching and respect for family values.

What we do not teach



We do not teach children about sexual intercourse or explain how the sperm and egg come together.

We believe parents and carers should have the opportunity to discuss this with their children themselves in a way that reflects their own family values and beliefs.

Our approach



Our teaching is factual, biological and age-appropriate. We use correct biological vocabulary and provide a safe environment in which children can ask questions. We are also clear with children that there may be some questions that we will encourage them to discuss with a trusted adult at home.

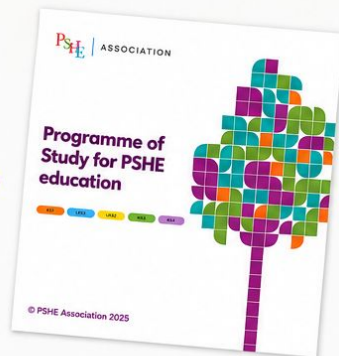
Relationships Education, Relationships and Sex Education (RSE) and Health Education

Statutory guidance for governing bodies,
proprietors, head teachers, principals,
senior leadership teams, and teachers

July 2025

Now is the time to *look at the resources!*

Please take this opportunity to explore the key resources
we use to teach RSHE in our school.



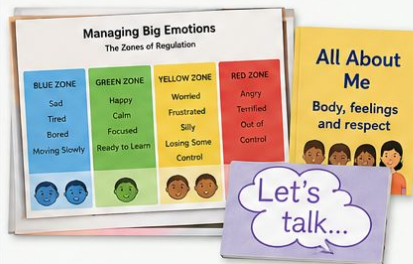
CHILDREN'S BOOKS



Examples of children's work that show
their learning in action.



TEACHING RESOURCES



The resources, materials and activities
we use to support learning.



SCHOOL POLICY



Our RSHE policy explains what we teach,
how we teach it and how we support
our children.



At Thomas A Becket Junior School, our RSHE curriculum is built on
the foundation of our **TAB WAY** and our commitment to
safeguarding, well-being and healthy relationships.





Are there any questions?



Thank you for listening.
We're happy to answer any questions you may have.



Thomas A Becket
Junior School



Further information



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**Thomas A Becket
Junior School**

Together, achieving better

Thomas A Becket Junior School

Home About Us **Key Info** The TAB Way Parents News Contact Us

RSHE at TAB Junior & TAB Infant

This page is to inform you about the position of Relationships and Sex Education (RSHE) and Health Education for primary schools and how this will impact our children from reception age at Thomas A Becket Infant School, all the way through their school journey until they finish year 6 at Thomas A Becket Junior School.

Key Info

- Ofsted
- School Performance
- Admissions
- Absence and Attendance
- Policies
- Pupil Premium

Quick Links