

RSE Consultation 2026



Purpose of this session:

- Understand what RSE is
- What recent changes have been made to the curriculum by the DfE
- How we have made adaptations to our Marfleet ROOTs curriculum
- Answer any questions you may have about the RSE curriculum

What is RSE?



- RSE stands for Relationships and Sex Education.
- The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.
- Within Primary Schools, Relationships Education is compulsory.
- Sex Education is non-compulsory but the Department for Education *“recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science.”*

Get the facts
on Relationships
and Sex Education

What is RSE?

- Most school's PSHE curriculums are now made up of the new RSE content, alongside Health and Wellbeing Education which is detailed in the DfE Guidance September 2025 alongside the RSE content.
- RSE and Health and Wellbeing Education are split into the following key topics:

Families and People who Care for Me	Caring Friendships	Respectful, Kind Relationships	Online Safety and Awareness
Being Safe	Sex Education	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	

What changes have been made?



- The Department for Education published new guidance for all schools in July 2025
- The new guidance contains new content that has been added, as well as guidance for when specific content should be taught in schools.
- The guidance gives clarity on what content parents/carers have the right to withdraw their child from, which is the Sex Education content around intercourse, conception and birth.
- The new updated content should be taught in all schools by September 2026, but can be introduced in schools now, should they be ready.



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

What changes have been made?



- Some of the new content included in the updated guidance includes:
 - A greater focus on online safety and wellbeing, such as financial harms and scams.
 - Educating children about their rights and how to critically engage with content online, such as privacy, consent and personal data.
 - Educating children about the correct terminology for body parts, including genitalia.
 - Providing children with the knowledge to assess and manage risks, particularly around fire, water, road and rail safety.
 - Supporting children with education around bereavement and loss.
 - Emphasis around skills as well as knowledge, such as knowing how to be assertive when it comes to boundaries.



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

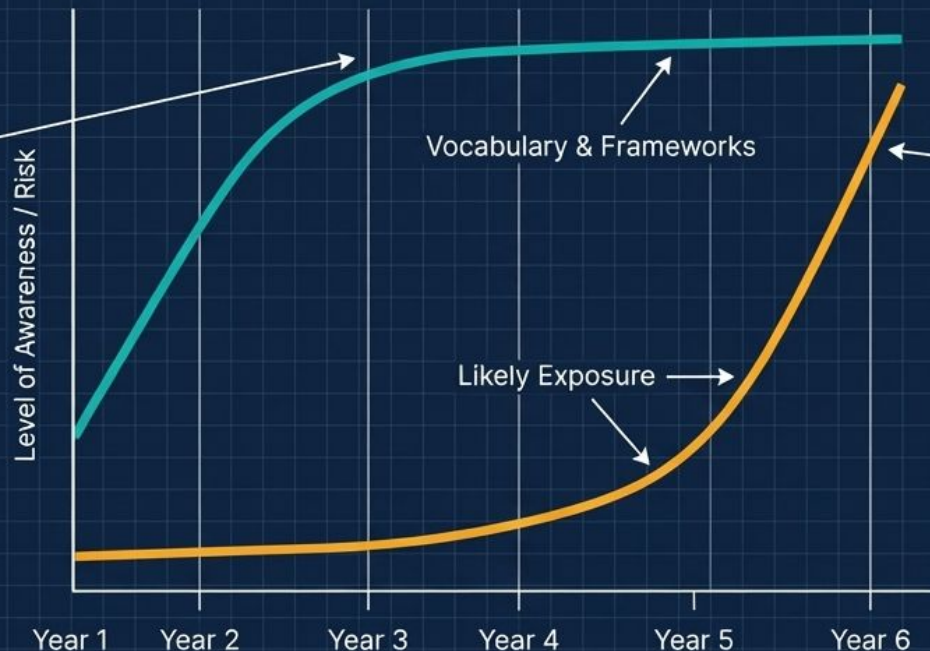
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July 2025

The Safety Before Exposure Principle

The primary goal of re-sequencing is to provide children with mental frameworks to identify harm before they encounter it in the real world.

Early Introduction:
Teaching privacy, 'stranger danger' in digital spaces, and the allure of likes.



Vocabulary & Frameworks

Likely Exposure

Later Risk: The statistical spike in unmonitored social media usage.

Local Context Application:
Fire, water, and rail safety must be sequenced early (Key Stage 1) if a school is near specific hazards like canals or railways.

What changes have been made?



Marfleet
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RSHE 2026: A Parent's Guide to the New Curriculum



SAFEGUARDING & PHYSICAL HEALTH

Teaching correct names for body parts helps children recognise that harassment may so report inappropriate touch or medical concerns.



Correct Anatomical Terms in KS1

Teaching correct names for body parts helps children report inappropriate touch or medical concerns.



Earlier Puberty Education

Lessons on "Changing Bodies" move to Year 4 or 8 to support earlier physical development.



Focus on Mental Resilience

Pupils will learn to manage everyday low moods, disappointment, and grief.



Full Curriculum Transparency

Schools must allow parents to view all teaching materials and external resources upon request.

TRANSPARENCY & DIGITAL SAFETY



Strengthening Digital Safety

New content covers gaming risks (loot boxes), financial harms, and AI-generated deepfakes.



Neutrality on Contested Topics

Schools must focus on facts and law rather than teaching contested ideologies as fact.

KEY PARENTAL RIGHTS & TIMELINE



Effective Date

September 2026



Right to Withdraw

Applies to non-statutory Sex Education only



Statutory Subjects

Relationships Education and Health Education

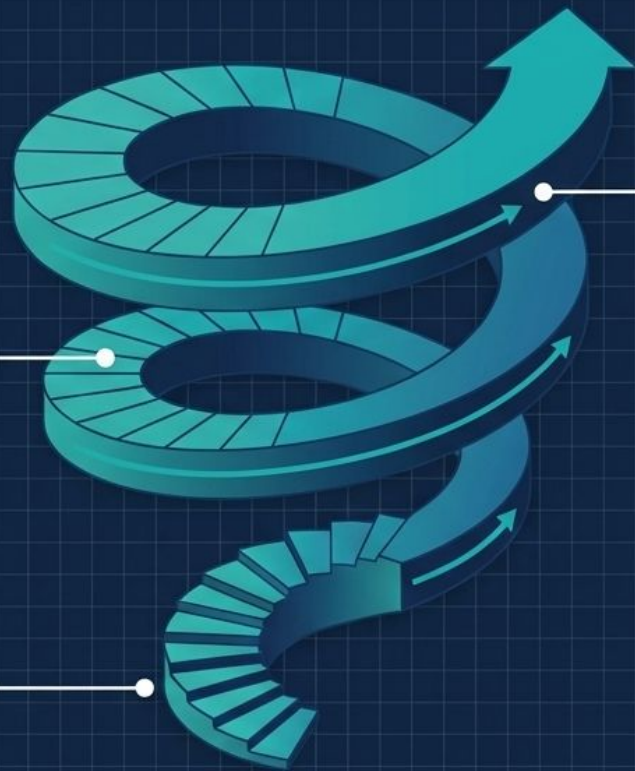
How have we adopted the changes?



- We have already reviewed our ROOTS curriculum to ensure that new content has been mapped out across the year for all Year Groups.
- We have developed a progressive curriculum that ensures previous learning is embedded and built upon.
- RSE and ROOTS is ingrained throughout our school to ensure that our children are given contextual learning, as well as statutory information to prepare them for Secondary School and the modern world.
- We have reviewed and created an updated RSE policy.

**RSE REDUCES
HARM & SEXUAL
VIOLENCE**

Architecting the Spiral Curriculum



Lower KS2 (Y4-Y5): Transition to Puberty

- Moving 'Changing Bodies' and menstrual wellbeing earlier to match early-onset puberty
- Mental wellbeing: managing disappointment and regulating emotions

Early Years / KS1: Protective Factors

- Focus on boundaries (my body belongs to me)
- Correct nomenclature for genitalia to enable safeguarding disclosures

Upper KS2 (Y5-Y6): Reality of Lives

- Media literacy: deepfakes, AI, and advertising scams
- Respectful relationships: impact of algorithms, stereotypes, and early signs of misogyny

How have we adopted the changes?

PSHE and RSE Long Term Plan

Term	Autumn	Spring	Summer
Reception	<p>A Belonging to a community School rules and expectations</p> <p>B Family and friendships Naming who I live with</p> <p>C Respecting ourselves and others Building friendships and sharing</p>	<p>A Physical health and Mental wellbeing What healthy means, foods, sleep, brushing teeth, handwashing</p> <p>B Money and Work Common goals, jobs in the community, what challenges are</p> <p>C Media literacy and digital resilience To name a range of devices</p>	<p>A Growing and changing Our body, naming body parts, including penis, testicles, vulva, vagina, respecting our bodies, human lifecycle</p> <p>B Keeping safe Being online and playing, negotiating spaces, age restrictions</p> <p>C Safe relationships Exploring feelings and relationships, important and trusted adults</p>
Year 1	<p>A Belonging to a community School rules, classroom expectations, the needs of others</p> <p>B family and friendships Adults within the wider community</p> <p>C Respecting ourselves and others The impact of kind and unkind behaviour</p>	<p>A Physical health and Mental wellbeing The difference between healthy and unhealthy, road safety, people who keep us safe</p> <p>B Money and Work What a goal is, how to achieve goals, what resilience is</p> <p>C Media literacy and digital resilience How rules and age restrictions help us; keeping safe online</p>	<p>A Growing and changing Recap names of body parts, recognising what makes them unique and special; recognising feelings; managing when things go wrong</p> <p>B Keeping safe Rules and how they keep us safe; online safety</p> <p>C Safe relationships Consent and how to say we need help</p>
Year 2	<p>A Belonging to a community School rules, classroom expectations, being part of a team</p> <p>B family and friendships Positive interactions and resolving arguments</p> <p>C Respecting ourselves and others Recognising things in common and differences; playing and working cooperatively; sharing opinions</p>	<p>A Physical health and Mental wellbeing Staying healthy, what mental health is, dangers of household products, food nutrients</p> <p>B Money and Work Goals we have, celebrating success, skills needed for different jobs</p> <p>C Media literacy and digital resilience The internet in everyday life; online content and information</p>	<p>A Growing and changing Growing older; life cycle; naming body parts; moving into KS2</p> <p>B Keeping safe Safety in different environments; risk and safety at home; emergencies</p> <p>C Safe relationships Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p>

How have we adopted the changes?



<p>Year 3</p>	<p>A Belonging to a community School rules, classroom expectations, the value of rules and laws; rights, freedoms and responsibilities</p> <p>B Family and friendships What makes a family; features of family life</p> <p>C Respecting ourselves and others Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p>	<p>A Physical health and Mental wellbeing What fit and healthy means, food groups and impact on health, what drugs are, caring for mental health</p> <p>B Money and Work Different jobs and skills, role models in the community, skills as a learner</p> <p>C Media literacy and digital resilience How the internet is used; assessing information online</p>	<p>A Growing and changing Strengths and interests about our personality, changing me, managing our emotions, being proud of our achievements</p> <p>B Keeping safe Risks and hazards; safety in the local environment and unfamiliar places</p> <p>C Safe relationships Personal boundaries; safely responding to others; the impact of hurtful behaviour, what bullying</p>
<p>Year 4</p>	<p>A Belonging to a community School rules, classroom expectations, what makes a community; shared responsibilities</p> <p>B Family and friendships Positive friendships, including online</p> <p>C Respecting ourselves and others Respecting differences and similarities; discussing difference sensitively</p>	<p>A Physical health and Mental wellbeing Maintaining a balanced lifestyle, self image, smoking and vaping, being safe around medicines</p> <p>B Money and Work Jobs in the local area, dreams and how they may not always be achieved, planning for the future</p> <p>C Media literacy and digital resilience How data is shared and used</p>	<p>A Growing and changing Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty, menstruation and wet dreams.</p> <p>B Keeping safe Medicines and household products; drugs common to everyday life, side effects of drugs e.g. smoking and vaping</p> <p>C Safe relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online, when teasing becomes hurtful</p>

How have we adopted the changes?



Year 5	<p>A Belonging to a community School rules, classroom expectations, being part of a community; celebrating difference</p> <p>B Family and friendships Healthy relationships and family life, positive online friendships</p> <p>C Respecting ourselves and others Responding respectfully to a wide range of people; recognising prejudice and discrimination</p>	<p>A Physical health and Mental wellbeing Caring for our physical and mental health, peer pressure, the role of emergency services</p> <p>B Money and Work Identifying job interests and aspirations; what influences career choices; workplace stereotypes</p> <p>C Media literacy and digital resilience How information online is targeted; different media types, their role and impact</p>	<p>A Growing and changing Body changes, personal identity, protected characteristics, different relationships, self-esteem</p> <p>B Keeping safe Keeping safe in different situations, including responding in emergencies, first aid and FGM DV, risk taking behaviour</p> <p>C Safe relationships Physical contact and feeling safe, consent</p>
Year 6	<p>A Belonging to a community School rules, classroom expectations, valuing diversity; challenging discrimination and stereotypes</p> <p>B Family and friendships Relationships, families, love and loss</p> <p>C Respecting ourselves and others Expressing opinions and respecting other points of view, including discussing topical issues</p>	<p>A Physical health and Mental wellbeing Taking responsibility for our physical and mental health, peer pressure, gangs, county lines</p> <p>B Money and Work Influences and attitudes to money; money and financial risks</p> <p>C Media literacy and digital resilience Evaluating media sources; sharing things online</p>	<p>A Growing and changing Human reproduction and birth; body image and relationships; managing transitions</p> <p>B Keeping safe Keeping personal information safe, sexting and online footprint, drug use and the law, drug use and the media, vaping and use of drugs.</p> <p>C Safe relationships Recognising and managing pressure, consent in different situations, healthy vs unhealthy relationships.</p>

Examples of learning



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Year 6, Term 3A: Growing and Changing.

Enquiry: Human reproduction and birth; body image and relationships; managing transitions

Disciplinary concepts:

Our bodies change and grow as we age
Understand what a safe, consensual relationship is
Identify what safe sexual intercourse is and how pregnancy can be prevented
Recognise what to do if they feel unsafe or their boundaries are not being respected
Begin to develop strategies that can help during transitional periods, in particular when preparing for transition to secondary school
Share opinions and views in a respectful and tolerant way

Main disciplinary focus: Staying healthy and safe

Substantive concepts:

- Identify the links between love, committed relationships and conception.
- Understand what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults.
- Understand how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb.
- Recognise that pregnancy can be prevented with contraception.
- Know about the responsibilities of being a parent or carer and how having a baby changes someone's life.
- Build towards the transition to secondary school and how this may affect our feelings.
- Recognise how relationships may change as they grow up or move to secondary school.
- Develop practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school.

Prior Knowledge:

- Recognise some of the changes as we grow up e.g. increasing independence, puberty.
- Know what being more independent might be like, including how it may feel.
- Recognise our personal identity and what contributes to it, including race, sex, family, faith, culture, hobbies, likes/dislikes.
- Recognise, respect and express our individuality and personal qualities.
- Identify ways to boost our mood and improve emotional wellbeing.
- Identify the link between participating in interests, hobbies and community groups and mental wellbeing.

Examples of learning



These lessons are the only lessons children can be withdrawn

<p>2. To understand what sexual intercourse is and how this should be consensual between adults.</p>	<p>Understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend. Identify the links between love, committed relationships and conception. Know what sexual intercourse is and how it can be one part of an intimate relationship between consenting adults. Understand about seeking and giving permission (consent) in different situations is important in any relationship.</p>	<p>Sexual intercourse Penis Vagina Intimacy Consent</p>	<p>A committed relationship can result in consensual sexual intercourse.</p>
<p>3. To know how intercourse can lead to pregnancy.</p>	<p>Recap what sexual intercourse means. Understand that sexual intercourse between a male and female can lead to conception (Pregnancy). Conception is when a sperm connects with an egg to create an embryo which will develop into a growing baby. Pregnancy can be prevented by using contraceptives. Consenting adults should practice safe sex until they are ready and prepared to have a baby. Begin to look at what healthy behaviours are while pregnant.</p>	<p>Sexual intercourse Conception Sperm Egg Embryo Contraception Preparation</p>	<p>Consensual sexual intercourse can result in pregnancy. Pregnancy can be prevented by using contraceptives.</p>

Any Questions?



Thank you for coming!

