

RSHE Unpacked for Families

Growing Respect, Safety and Confidence Together

Connect For Health—Your School Nursing Service.



Statutory Requirements.

“All schools must produce a balanced, broad curriculum that ‘promotes the spiritual, moral, cultural, mental, and physical development of pupils.’” produce a balanced, broad curriculum that “promotes the spiritual, moral, cultural, mental, and physical development of pupils.”

“Relationship education is compulsory for all pupils receiving primary education, and relationship and sex education is compulsory for all pupils receiving secondary education. Health education is compulsory in all schools.”



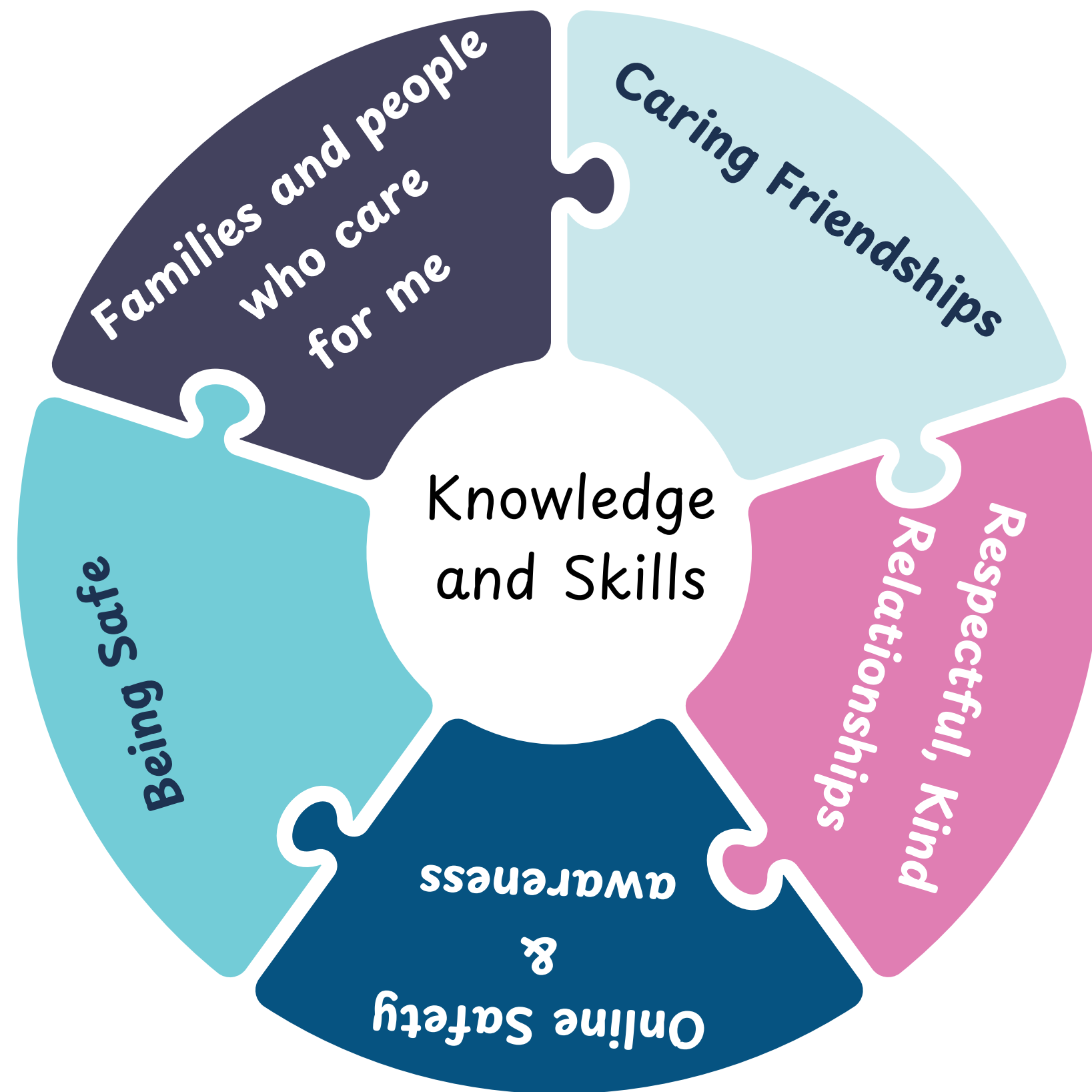
From Statutory to Shared .



RSHE is statutory, but how it looks should be driven in partnership with students, staff, and parents.



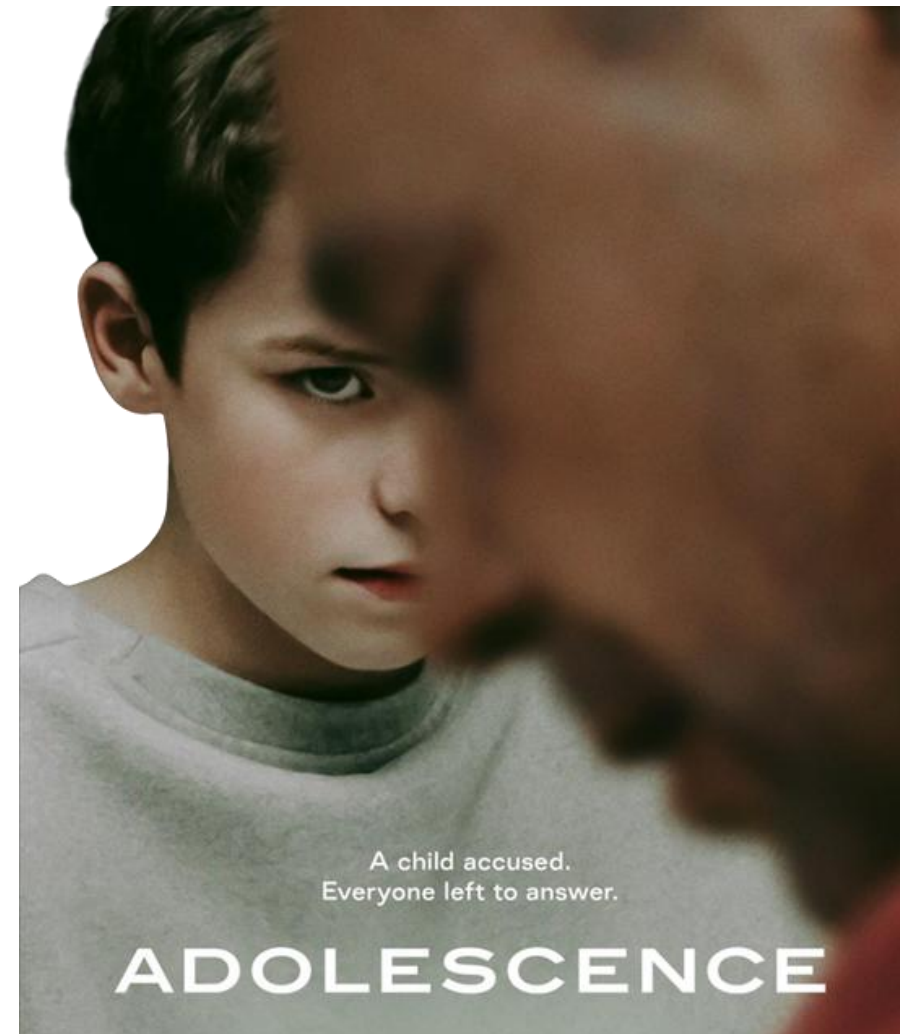
The Primary RSHE Journey.



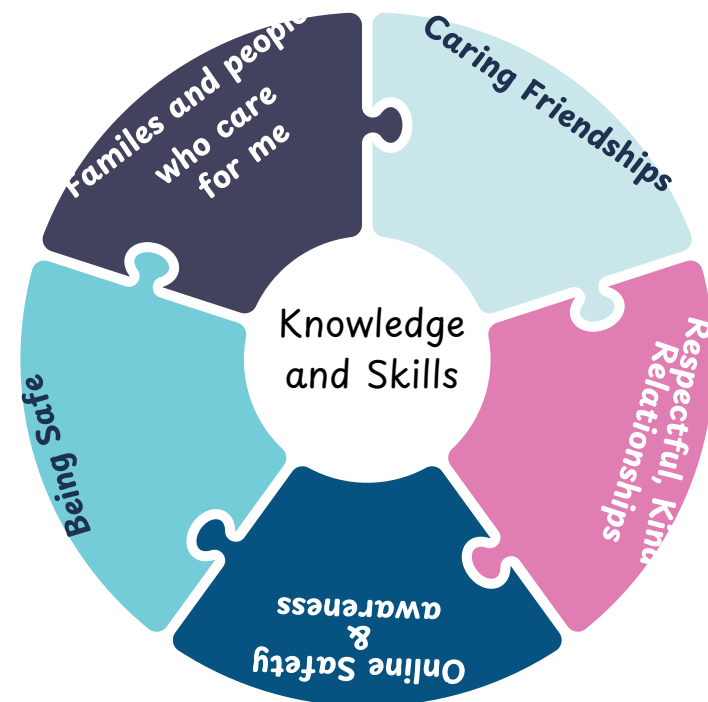
Reflection on Your Education



Why?



Examples.



That families are important for children growing up safe and happy because they can provide love, security and stability.

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.

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.

The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.

How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.

What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.

How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.



Sex Education

Sex education is not compulsory in primary schools, but we 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

“Primary schools should consult parents about the content of anything that will be taught within sex education. 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.”



Why?

- ◆ Critical component of safeguarding
- ◆ Leads to Independence
- ◆ Encourages acceptance and respect for all
- ◆ Manage their own relationships.
- ◆ Teaches correct language
- ◆ Develops Self worth

How.

- ◆ From the minute they walk in the door
- ◆ Embedded in all areas of school
- ◆ Taught by the class teacher
- ◆ Age appropriate



Responding with Care: Difficult Questions



Stay Calm and Curious.

Ask what they already know and what made them ask.



Check what they are really asking.

Sometimes it's not what it seems on the surface



Keep it honest and age-appropriate.

Use correct but simple language.



Create an open environment .

Avoid shame or embarrassment. so they keep asking in the future



Don't Panic.

If you don't know, say you will come back to it and do go back to them



When and What to Share at Home.

START

Start early and build slowly.

FOLLOW

Follow their lead. Use questions or life events as opportunities.

KEEP

Keep it small and often. Little conversations work better than a big talk.

USE

Use correct language for body parts. It builds confidence and safety.

BE

Be honest about uncomfortable topics. Silence can send the wrong message



Body Image and Our Relationship with Food.



- Children now see thousands of images a week—many are filtered, edited, or staged.
- Influencers often present “perfect” bodies and routines that aren’t real life.
- Young brains are still forming ideas about worth and belonging—appearance messages land deeply.
- Early body confidence links to better wellbeing, friendships, and learning; poor body image can fuel anxiety and withdrawal.
- Teaching media literacy helps children spot edits, compare less, and be kinder to their bodies.
- Our goal: shift focus from looks to health, strength, kindness—and celebrate what bodies can do.



Body Image and Our Relationship with Food.



C

Calm Curiosity. What makes you think that?

A

Age appropriate. simple, nonjudgmental

R

Reframe from looks—health, strength, kindness

E

Extra Help. Know when to ask for help.



Language Swaps

Good/Bad food

Everyday food/Sometimes food

You look good

You look happy/energised.

I'm being good

Im listening to what my body wants today

I feel fat

I'm feeling uncomfortable in my body today .



Drugs, Alcohol and Vapes



Teaching about vaping, alcohol and other drugs in primary school is a safeguarding priority: children already encounter these products in shops and online, where bright flavours, influencers and “everyone does it” messages can make risky items seem harmless.

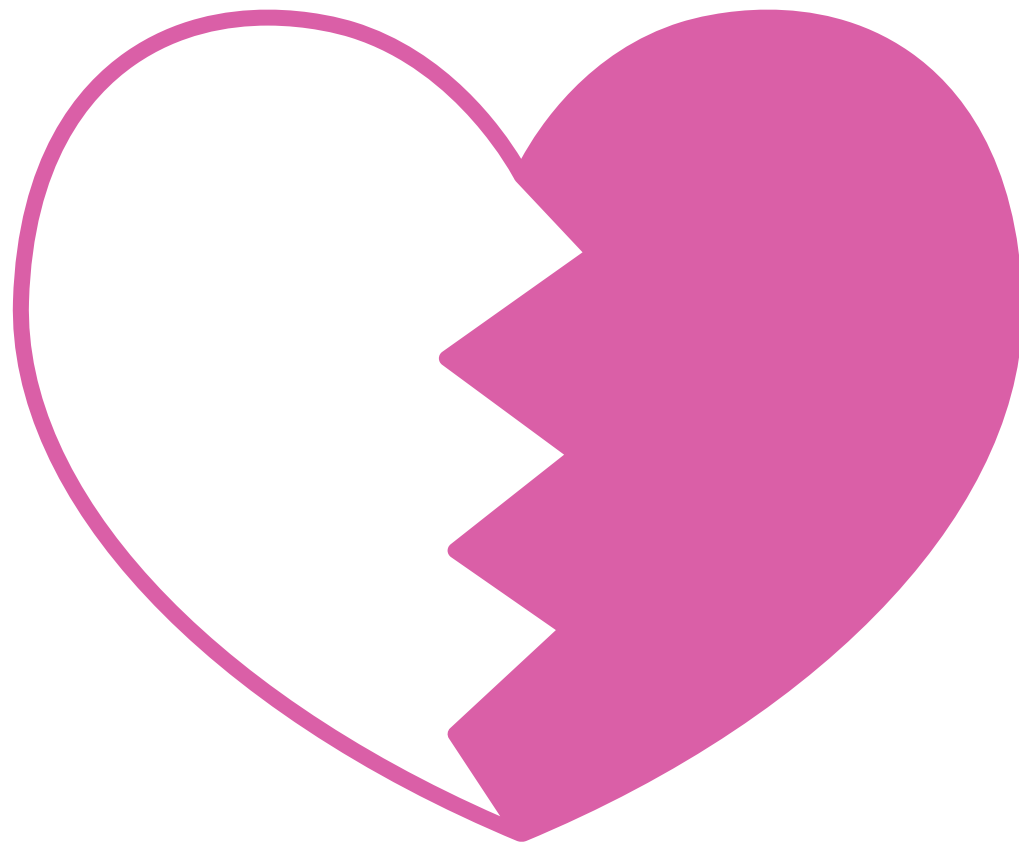
Talk

Share

Help



Grief



Teaching about grief in primary school is part of keeping children safe, included, and emotionally literate. Many pupils will face loss—of a person, pet, home, or family structure—and without simple language and reassurance, they can blame themselves, worry in silence, or act out.

Be honest about death, use clear language.

Let them express feelings in different ways.

Share how grief affects everyone differently, and it is ok to talk.



Emotional Health



Teaching mental health in primary school builds the foundations for safe, calm, and ready-to-learn children. Early, age-appropriate lessons give pupils simple words for big feelings, normalise asking for help, and teach basic self-regulation (breathing, naming emotions, and problem-solving).

Normalise talking about feelings.

Use tools like Mood Charts, naming feelings, and asking what has helped before

Know when to ask for more specialised support



Technology and Online Safety.



Teaching technology and online safety in primary school is essential for safeguarding and readiness to learn. Children go online early and may meet risks such as oversharing, contact from strangers, misleading content, in-app spending and bullying.

Set boundaries early.

Teach them not to share personal information

Keep communication open.



Any Questions?

RSHE is statutory; the way we shape it is ours.

Partnership turns lessons into life skills.

