

# **Relationships Education, Relationships and Sex Education (RSHE) and Health Education**

## **Parent Consultation**

**June 2026**



## School and home partnership

### We aim to inform you of:

- The school's legal obligations on Relationships, Sex and Health Education (from 2020)
- What we mean by Sex Education
- Your rights as a parent/carer
- How, what, why and when we intend to teach children

## Be aware...

We are educating children and young people to live in the real world, with all its contradictions

When it comes to relationships, puberty and human reproduction, children's heads are probably not empty – but they may be full of myths and half-truths

We mustn't let our adult knowledge of relationships and sex prevent us seeing things from a child's perspective

Our focus should be on building healthy attitudes and positive relationships, not just fighting off perceived threats

# Compulsory status of RSE and Health Education



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

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

In 2017 the government passed an amendment to the Children and Social Work Bill to make RSE and Health Education statutory from **Sept 2020**.

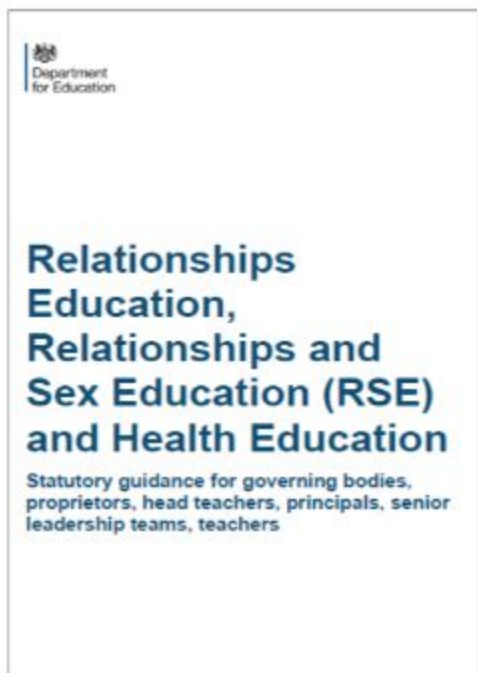
Supported by over 100 organisations, including Public Health England, Teaching Unions, NCB, etc.

Ratified by House of Lords 24 April 2019

Jigsaw meets all the expectations of the DfE guidance (published April 2019)

...as long as it is delivered fully and well.

# What have schools got to teach?



## PRIMARY

RELATIONSHIPS EDUCATION IS COMPUSLORY

HEALTH EDUCATION IS COMPULSORY

But Sex Education is at school's discretion

## SECONDARY

RELATIONSHIPS EDUCATION IS COMPULSORY

SEX EDUCATION IS COMPULSORY

HEALTH EDUCATION IS COMPULSORY

Guidance does not apply to: Sixth Forms colleges,  
16-19 academies or FE colleges

# Relationships Education

- Relationships education in primary schools is a compulsory part of the curriculum that aims to teach children about the fundamental building blocks and characteristics of positive relationships, with particular emphasis on social and emotional needs in friendships, family relationships, and relationships with other children and adults.

# Health Education

- Health education in primary schools includes mental well-being, internet safety and harms, hygiene, and changing adolescent bodies.

# Sex Education

- Sex education in primary schools includes the science and biology of reproduction, including biological differences between males and females and a basic introduction to human reproduction, focusing on how babies are conceived and born.

# Today's considerations

- Friends
- Family
- School
- The internet
- Television
- Social media
- Other media



## Real stories from schools

- Two 10-year old girls being groomed online: They said the men were nice and felt that it was perfectly acceptable to text pictures of themselves in their underwear and wearing make-up. They said they liked feeling grown up and having the attention.
- A 7-year old accessing pornography through click-bait.
- Year 6 pupil accessing 'hard core' porn. Sex Ed *was only taught* in Yr6 but his parents withdrew him so he missed the lessons.

# LGBT+ Equality

## What the DfE RSHE guidance says

‘Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and schools advice. Schools should pay particular attention to the Public sector equality duty (PSED) (s.149 of the Equality Act).’ - Para 27 page 13

‘Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and *take positive action to build a culture where these are not tolerated*, and any occurrences are identified and tackled.’ - Para 31 page 13

## What should children know about puberty?

(This is statutory in Health Education and parents cannot withdraw their children from it)

- Correct names for parts of the body, including genitalia
- How their bodies will change during puberty
- How to manage these changes / practicalities
- Why these changes need to happen
- How and where to ask for help if needed

# What can I withdraw my child from?

Sex Education  
is discretionary  
at Primary...  
what exactly  
does the  
guidance say?

The Department continues to *recommend* that *all* primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils... drawing on knowledge of the human life cycle set out in National Curriculum Science – ‘how a baby is conceived and born’

# Year 2 Science Curriculum

- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of.....hygiene.

# Year 5 Science Curriculum

- The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.

# What can I withdraw my child from?

Year Group	Lesson	Withdrawable?	Why
Year 5	<b>Piece 4: Conception</b>	Yes	Explicitly references sexual intercourse leading to conception  Relationships-Education-Health-...
Year 6	<b>Piece 3: Babies: Conception to Birth</b>	Partially	Conception/how babies are made elements are non-statutory  Relationships-Education-Health-...

# **RSHE Statutory Changes 2026**

# **The revised DfE RSHE guidance becomes statutory from: September 2026**

The changes are designed to:

- Strengthen safeguarding
- Better prepare children for online life
- Address harmful attitudes and behaviours earlier
- Improve consistency across schools
- Increase focus on respectful relationships and consent

# **RSHE is now much more safeguarding focused**

The guidance expects schools to:

- Prevent harmful behaviours before they develop
- Teach children how to recognise unsafe situations
- Address harmful online influences
- Promote respectful relationships
- Help children seek support confidently

This means RSHE is no longer just about relationships and feelings.

It is increasingly part of:

- Safeguarding
- Behaviour
- Online safety
- Equality
- Personal development

# What Are Primary Schools Expected to Teach More Explicitly?

- Online harms and unsafe content
- Harmful influencers and stereotypes
- Consent and boundaries
- Misogyny and sexist language
- Manipulation and peer pressure
- Digital footprints and image sharing
- Emotional safety
- Respectful communication
- Correct anatomical vocabulary

So, what, where, when and how do we do this?...



# What is Jigsaw?



A whole-school PSHE Programme comprising:

- A comprehensive and completely original scheme of work (lessons) for ages 3 to 16
- PSHE (Personal, Social, and Health Education) includes statutory Relationships and Health Education
- A detailed weekly lesson plan for all year groups, including all teaching resources
- The Jigsaw Approach, underpinned by mindfulness
- Assemblies, Jigsaw Friends, Jigsaw Chimes, original music and songs, Jigsaw Jerrie Cat

## Whole-school approach from 3-16

Being Me in My World

Celebrating Difference

Dreams and Goals

Healthy Me

Relationships

Changing Me



- Relationships
- Values
- Mental health
- Self-esteem
- Social skills
- Safeguarding inc.  
Internet safety

(Golden Threads)

# Relationships, Puberty and Reproduction in Jigsaw 3-11



## Relationships

Families  
Friendships  
Love and Loss  
Memories  
Grief cycle  
Safeguarding and keeping safe  
Attraction  
Assertiveness  
Conflict  
Own strengths and self-esteem  
Cyber safety and social networking  
Roles and responsibilities in families  
Stereotypes  
Communities



## Changing Me

Life cycles  
*Human reproduction 3 lessons*  
My changing body  
Puberty  
Growing from young to old / Becoming a teenager  
Assertiveness  
Self-respect  
Safeguarding  
Family stereotypes  
Self and body image  
Attraction  
Change / Accepting change  
Looking ahead / Moving class / schools

# Reception

Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change in lots of different ways as we get older. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.

# Reception

**Jigsaw Jenie's Journey**  
Changing Me

hand

How do we change as we grow?

healthy

child

ear

chest

head

eye

foot

What can you see?

arm

nose

leg

**I will learn about...**

- The different names for parts of my body
- Respecting my body
- Healthier food choices
- Changes I might face such as moving class
- How I change as I get older
- How to talk about my worries/fears
- How to talk about the things I am looking forward to

## Vocabulary

eyebrow  
tongue  
stomach  
leg  
knee  
toe  
nose  
foot

forehead  
finger  
eye  
ear  
arm  
chest  
hand  
mouth

grown up  
change  
adult  
worry  
excited  
memories  
baby  
child  
grow

# Year 1

children learn about life cycles and the changes that happen as humans and animals grow. They reflect on how their own bodies have changed and develop understanding that everyone grows at different rates. Children learn the correct names for private body parts, explore how boys' and girls' bodies can be different, and practise respecting their own bodies and those of others. They also think about feelings linked to change, such as excitement and worry, and learn ways to cope.

# Year 1

**CHANGING ME**

**Jigsaw Jack's Journey**

**How can I cope positively with change?**

changes  
life cycle  
baby  
adult  
growing up  
male  
female

**I will learn about...**

- the life cycle of animals and humans
- how I change as I get older
- the things about me that stay the same as I get older
- the parts of the body that make boys and girls different
- changes that have happened in my life

**I will explore...**

- how I feel about change
- why change happens and how it is a part of growing up
- how everyone goes through these changes at slightly different rates
- how to respect my body and know which body parts are private
- how to cope with change

penis  
testicles  
vulva  
anus  
private

copied  
excited  
proud  
worried  
happy  
nervous  
curious

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## Vocabulary

adult

adulthood

baby

change

female

grow

growing up

growth

life cycle

male

anxious

coping

curious

excited

feelings

happy

learn

nervous

proud

worried

anus

penis

testicles

vulva

nipples

breasts

# Year 1 - Example of resources

Changing Me  
Life Cycle Cards - Ages 5-6 - Piece 2



Changing Me  
Picture Cards - Ages 5-6 - Piece 5



Changing Me  
Body Parts Cards - Ages 5-6 - Piece 4



# Year 2

children explore life cycles in nature and how humans grow from young to old, learning that some changes are outside their control. They reflect on how their own bodies and independence change over time and develop respect for differences in themselves and others. Children learn correct names for body parts, understand privacy, and practise being assertive about touch and personal boundaries. They also think about feelings linked to future change, such as excitement and worry, and learn ways to cope.

# Year 2

Loading...

## CHANGING ME

Jigsaw Jo's Journey

How can I cope positively with change?

appearance  
physical difference  
child  
teenager

independent  
control  
private  
like  
dislike

I will explore...

- how some changes are outside of my control and how I feel about it
- people who I respect that are older than me
- how it feels to become independent
- what I like about who I am
- how to ask for help
- changes that I might choose to make as I grow older

penis  
testicles  
vulva  
vagina  
anus

I will learn about...

- life cycles in nature
- growing from young to old
- how my body changes
- the physical differences between boys and girls
- why some parts of my body are private
- different types of touch and which ones I like and dislike
- the things I am looking forward to

comfortable  
uncomfortable  
nervous

JIGSAW Education Group

## Vocabulary

adult  
toddler  
baby  
change  
female  
child  
grown up  
full grown  
life cycle  
male  
elderly  
teenager  
young  
older

anxious  
coping  
comfortable  
excited  
control  
dislike  
freedom  
nervous  
independent  
physical  
private  
public  
touch  
respect  
uncomfortable  
responsibilities

anus  
penis  
testicles  
vulva  
nipples  
breasts  
vagina

# Year 2 - Example of

## resources

### Changing Me

Scenarios - Ages 6+ - Piece 5

<p>A friend keeps tickling you and you don't like it</p>	<p>Someone keeps touching your hair and you want them to stop</p>
<p>A family member you love goes to give you a big hug, but you don't feel like it today</p>	<p>A child at school puts their arm around you but you don't want them to</p>



Changing Me  
Timeline Template - Ages 6-7 - Piece 3



# Year 3

Children learn how babies grow and explore the physical changes that happen to bodies as people grow up, including some inside and outside changes linked to puberty. They develop understanding of personal hygiene and why caring for their bodies becomes more important as they grow and change. Children reflect on their feelings about change, learn correct vocabulary for body parts, challenge family stereotypes, and consider who they can ask for help if they feel worried. They also think about future transitions and how to cope with them.

# Year 3

Loading...

## CHANGING ME

### Jigsaw Jino's Journey

How can I cope positively with change?

birth  
babies  
mother  
womb  
nutrients

love  
affection  
care  
family  
stereotypes  
roles

I will explore...

- how I feel about babies and young animals
- how I might feel about changes to my body and ways to cope with these feelings
- how I feel about keeping my body clean as I grow up
- how I feel when my ideas are challenged

puberty  
change  
personal hygiene

I will learn about...

- how humans and animals grow and change from birth to adulthood
- why bodies change as we grow up
- how boys' and girls' bodies change on the inside and outside and why these changes matter
- why keeping clean becomes more important at puberty
- simple ways to keep clean and healthy
- stereotypes about parenting and family roles
- what I am looking forward to in my next class
- changes I might make next year

breasts  
penis  
testicles  
scrotum  
genitals  
pubic hair

JIGSAW Education Group

## Vocabulary

babies	animals	breasts
birth	care	genitals
family	challenge	egg
female	control	ovaries
roles	male	ovum
stereotype	mother	penis
task		puberty
worries		pubic hair
personal hygiene		scrotum
looking forward		sperm
		testicles
		vagina
		womb
		uterus

# Year 3 - Example of resources

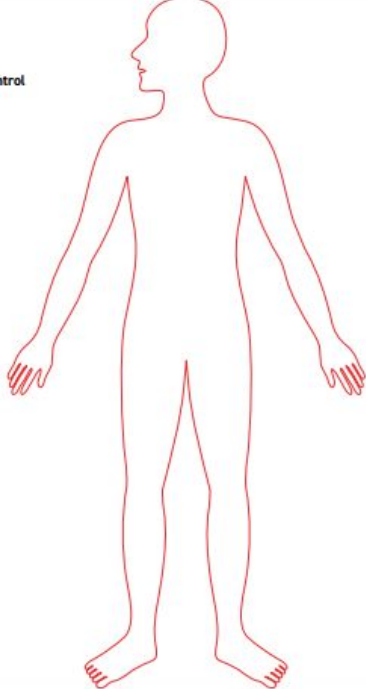
**Changing Me**  
Outside Body Changes Cards - Ages 7+ - Piece 2

<b>I will grow taller</b>	<b>I will develop pubic hair between my legs</b>
<b>Hair will grow under my arms</b>	<b>Hair will grow on my legs</b>
<b>I will grow hair on my face</b>	<b>My hips will widen</b>
<b>My chest and shoulders will get broader</b>	<b>My voice will get deeper</b>
<b>My breasts and nipples will grow</b>	<b>My penis and testicles will grow larger</b>

**Changing Me**  
Keeping Our Bodies Clean - Ages 7+ - Piece 4

Activity	How does this activity keep my body clean?
Wash my hair once or twice a week.	
Have a bath/shower regularly and after sports	
Wear clean underwear every day	
Wash hands after using the toilet	
Keep my nails short	
Cover my nose and mouth when coughing or sneezing	
Wash hands before eating	

Changes I can't control
Changes I can control



Growing pubic hair	Making new friends	Getting a deeper voice	Hips getting wider
Deciding when to go to bed	Growing facial hair	Choosing what to eat	Earning money
Choosing what clothes to buy	Growing taller	Growing underarm hair	Penis growing larger
Developing breasts	Starting new hobbies	Getting a boyfriend or girlfriend	

# Year 4

Children learn how babies grow and explore the physical changes that happen to bodies as people grow up, including some inside and outside changes linked to puberty. They develop understanding of personal hygiene and why caring for their bodies becomes more important as they grow and change. Children reflect on their feelings about change, learn correct vocabulary for body parts, challenge family stereotypes, and consider who they can ask for help if they feel worried. They also think about future transitions and how to cope with them.

# Year 4

**CHANGING ME**  
**Jigsaw Jaz's Journey**

How can I cope positively with change?

personality  
unique characteristics  
hobbies  
interests  
skills

choices change

I will learn about...

- what makes up my unique identity and interests, and how these develop as I grow up.
- how a girl's body changes and that periods are a natural part of this
- different types of family and my inner circle
- trusted people who can support me through puberty
- how the circle of change works
- changes outside of my control and how I can accept them
- what I am looking forward to in my next class and changes I would like to make

I will explore...

- ways to cope with physical and emotional changes at puberty
- how I might feel about growing up and who can support me
- feeling confident to make positive changes
- worries about change and how to manage them
- how to express my feelings about change, including any fears or concerns

self-respect  
proud  
values  
acceptance

anxiety  
love  
reassurance

family  
belonging  
trusted adult

puberty  
menstrual cycle  
periods  
hormone

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## Vocabulary

family  
acceptance  
belonging  
care  
change  
choices  
control  
identity  
interests  
love  
personality  
proud  
reliable  
unique

fallopian tube  
hormone  
menstrual cup  
menstrual cycle  
menstrual pads  
menstrual towel  
menstruation  
panty liner  
period  
period products  
period  
tampons  
adult  
anus  
penis  
sperm  
nipples

vulva

breasts  
genitals  
egg  
ovaries  
ovum  
penis  
puberty  
pubic hair  
scrotum  
sperm  
testicles  
vagina  
womb  
uterus  
testicles  
scrotum  
breasts

# Year 4 - Example of resources

## Changing Me

How Do I Feel About Puberty? - Ages 8+ - Piece 2

One way my body will change during puberty is...

I'm looking forward to being a teenager because...

Something that worries me about getting older is...

What I like about being the age I am now is...

The trouble with being the age I am now is...

Compared with my friends, I think the rate at which I'm growing is...

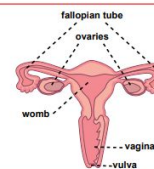
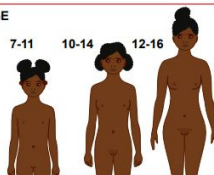
## Changing Me Menstruation Cards - Ages 8+ - Piece 2

AGE

7-11

10-14

12-16



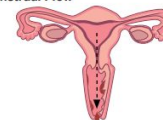
A girl reaches puberty usually between the ages of 10 and 14, though it can be earlier or later than this. At this time she starts to produce one egg every month from her ovaries.

Many thousands of eggs are stored in the ovaries. A woman will release one each month for most of her adult life. Most will not be fertilised, so they pass down the tube into the womb and out of the body through the vagina.

Day 21



Menstrual Flow



Towel - 20cm long

Period pants



Tampon 6cm long

Menstrual cup

Girls and women need to soak up the menstrual flow as it comes out of the vagina. They use either special absorbent period pants, an absorbent towel which they wear in their pants or a tampon or menstrual cup which they insert into the vagina. These need to be changed regularly.



The amount of blood leaving the body varies from person to person but on average it's about two tablespoonfuls or an eggcup full. Most women have periods until they are in their fifties, when they gradually stop.

# Year 5

Children explore self-image and body confidence while learning about physical and emotional changes during puberty for girls and boys. They develop understanding of menstruation, male puberty, and how media influences perceptions of appearance and wellbeing. Pupils practise identifying trusted adults and reliable sources of information, alongside discussing responsibilities linked to growing up.

# Year 5



## CHANGING ME

### Jigsaw Jez's Journey

How can I cope positively with change?



perception  
self-esteem  
media influencer

puberty  
teenager  
growth spurt  
hormones  
testosterone  
oestrogen  
menstruation

#### I will explore...

- my feelings about change
- how I feel about the changes happening to my body
- ways to manage my questions, ideas and worries about puberty
- how to cope with the changes that growing up brings
- feeling positive about becoming a teenager
- feeling ready for new responsibilities as I grow up
- feeling positive about growing up
- managing feelings about the future

ovaries  
vagina  
vulva  
womb/uterus  
fallopian  
tube  
semen

relationship  
consent  
sexual intercourse

conception  
pregnancy  
embryo  
contraception

#### I will learn about...

- my self-image and self-esteem
- how girls' bodies change at puberty
- how boys' bodies change at puberty
- sexual intercourse and conception
- becoming a teenager
- moving to my next class
- planning for next year

# Year 5 Vocabulary

authentic	conception	fallopian tube	breasts	
body image	contraception	hormone	genitals	
change	consent	menstrual cup	egg	
characteristics	growth spurt	menstrual cycle	vulva	
edited	ovaries	nipples	breasts	
emotions	pregnancy	menstrual pads	ovum	
filter	sexual intercourse	menstrual towel	penis	
influences	wet dream	menstruation	puberty	
manage	erection	panty liner	pubic hair	
media	embryo	period	scrotum	
mental health	facial hair	period products	sperm	
mental wellbeing	larynx	period	testicles	
relationships	oestrogen	tampons	vagina	
self esteem	semen	womb	sperm	
self image	testes	anus	uterus	
teenager	testosterone	penis	scrotum	testicles

# Year 5 - Example of resources

**Changing Me**  
Menstruation Worries - Ages 9-10 - Piece 2

<p>My Mum has told me what to expect when my periods start, but I'm worried what will happen if they start while I am at school. I won't know who to talk to or how to get the stuff I need, and it could be really embarrassing.</p>	<p>I am a really keen swimmer and I also do a lot of dancing and other sports. It bothers me that when my periods start they'll interfere with all my activities and I won't be able to do what I want when I want.</p>
<p>Help! I've been told that when your periods start they go on until you are in your fifties. Am I really going to be bleeding for all that time?</p>	<p>Some of my friends say they would rather use tampons than pads or towels when their periods start. But I don't like the idea of putting something inside myself.</p>

**Changing Me**  
Boys 'n' Puberty Quiz - Ages 9+ - Piece 3

<b>Sperm</b>	Two balls of tiny coiled tubes where sperm are made - they hang between a man's legs in a bag of skin called the scrotum
<b>Semen</b>	The release of semen from a boy's or man's body while he is asleep at night - it's a normal part of sexual development
<b>Testicles or Testes</b>	The voice box in the throat: for a boy this gets bigger at puberty and his voice becomes deeper
<b>Erection</b>	Chemicals in the bloodstream which tell various organs in the body when and how to change during puberty
<b>Hormones</b>	A period of rapid growth which can happen for boys and girls some time during puberty - can mean growing out of shoes and clothes very quickly
<b>Wet dream</b>	Tiny cells made in a man's testicles: if one joins with a woman's egg it will start to grow into a baby

**Changing Me**  
Puberty: Points of View - Ages 9-10 - Piece 3

When it comes to puberty, boys have less to worry about than girls	It's better to be an early starter on puberty than a late starter
If you have a worry about how your body is changing, it's easier to talk to your friends than your parents or carers	Age 10 is too young for boys and girls to start going out together
The thought of having babies when I'm older is very scary	If there's something you want to know but are embarrassed to ask about, you can always get reliable information on the internet

<b>Fertilisation happens when the sperm meet the egg in the vagina.</b>	<b>False</b>	Fertilisation normally happens in the fallopian tube, which carries the egg from the ovary towards the womb. If the egg is not fertilised when it reaches the womb it dies and passes out through the vagina, along with the extra womb lining that is not needed.
<b>One of the first signs to tell a woman she is pregnant is that her periods stop.</b>	<b>True</b>	The extra womb lining needs to stay in place as the embryo (the tiny growing baby) is implanted in it, so a woman does not have periods when she is pregnant. She may notice other changes, like starting to feel a bit sick at certain times of day. A doctor can test her urine to show whether she is pregnant, or she can buy a kit to do this for herself at home.
<b>If two sperm fertilise one egg, it will form identical twins.</b>	<b>False</b>	Only one sperm can fertilise an egg, then the egg seals itself to keep other sperm out. Identical twins are formed when one fertilised egg splits into two completely separate cells and each one grows into a baby - they are identical because they come from the same sperm and the same egg. If there are two eggs and each is fertilised by a different sperm they will form non-identical twins.

# Year 6

Children explore self-image and self-esteem while learning about physical and emotional changes during puberty.

Children reflect on identity, adolescent friendships, and the pressures linked to appearance and growing independence.

They practise challenging negative self-talk and identifying trusted adults for support, alongside discussing attraction, consent, and respectful relationships.

## CHANGING ME

### Jigsaw **Jem's** Journey

How can I cope positively with change?

negative body-talk  
self-esteem  
self-conscious  
anxious  
awkward  
conflicted



#### I will explore...

- how to develop my own self-esteem
- how to express how I feel about change, including those during puberty
- how I feel about pregnancy and birth
- the importance of having respect for other people
- being assertive
- challenging negative body-talk
- how to prepare myself emotionally for the changes next year

transition  
identity  
independence  
adolescent  
puberty

#### I will learn about...

- my self-image and how my own body-image can fit into that
- puberty for boys and girls and how our bodies change
- how babies develop and are born
- attraction, relationships and consent
- the importance of looking after myself physically and emotionally
- why positive self-esteem is important
- ways to feel ready for the changes that may come next year

love  
attraction  
relationship  
compromise  
assertive

pregnancy  
placenta  
labour  
contracts

# Year 6 Vocabulary

baby

caesarian

cervix

foetus

labour

placenta

pregnancy

puberty

umbilical cord

conception

contraception

consent

growth spurt

ovaries

pregnancy

sexual intercourse

wet dream

erection

embryo

facial hair

larynx

oestrogen

semen

testes

testosterone

fallopian tube

hormone

menstrual cup

menstrual cycle

nipples

menstrual pads

menstrual towel

menstruation

panty liner

period

period products

period

tampons

womb

anus

penis

scrotum

breasts

genitals

egg

vulva

breasts

ovum

penis

puberty

pubic hair

scrotum

sperm

testicles

vagina

sperm

uterus

testicles

# Year 6 - Example of resources

Write the name of someone who ....

Has an older brother or sister	Has ever been offered an alcoholic drink	Has a tablet or ipad	Thinks they could pass for over 12 at the cinema
.....	.....	.....	.....
Has had a talk with their parents about puberty	Uses streaming services to watch TV (on demand programmes)	Regularly uses make-up or hair gel	Likes playing outside more than playing computer games
.....	.....	.....	.....
Has ever gone out with someone	Sometimes chooses sweets or crisps over a healthy snack	Has had an argument with their parents in the last week	Has ever been offered a cigarette or vape
.....	.....	.....	.....
Has a favourite soap	Has to do chores to	Sometimes reads	Is allowed to choose

## Changing Me Puberty - Truth or Myth - Ages 10-11 - Piece 2

**If you get spots during puberty it's because you have a bad diet.**

**Myth!** The changes in hormone levels in your blood mean you're more liable to spots - but you can help by eating well and washing and cleansing your skin thoroughly.

**Girls get hairy legs, just like boys do.**

**Truth!** Girls and women do grow hair on their legs, though probably not so much as boys. You might not realise it, since some women choose to shave their legs.

**A girl should avoid having baths when she has a period.**

**Myth!** Keeping clean is more important than ever when you have a period, so bathing and hair washing are the right thing to do - and swimming and other forms of exercise are fine too.

**Most boys have wet dreams at some time during puberty.**

**Truth!** Wet dreams are a very common part of the way the body adjusts to new feelings and to changes like starting to produce semen. It usually settles down after a while - there's nothing wrong with it.

**Breasts grow**

**Penis gets larger**

**Sweaty armpits**

**Hair grows on the body**

**Muscles get bigger**

**More body odour**

# Consultation Timetable

## Consultation Period (01/06/2026 - 15/06/2026)

01/06/2026 - SLT draft policy and feedback from school council

02/06/2026 - parent consultation and feedback

03/06/2026 - staff consultation, training and discussed draft policy

08/06/2026 - parent consultation and feedback (catch-up)

Catch up parents' meeting and individual meetings (as requested).

## Finalise Policy (19/06/2026)

Sex Education Curriculum to be taught starting 22/06/2026

# Right to be excused from sex education - right to withdraw

Parents have the right to request that their child be withdrawn from some/all of sex education delivered as part of statutory RSE. Before granting any such request the head teacher will discuss the request with parents/carers and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept.

The head teacher will also discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the 18 detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead). Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw during their primary education.

This process is the same for pupils with SEND. However there may be exceptional circumstances where the headteacher may want to take a pupil's specific needs arising from their SEND into account when making this decision. The approach outlined above should be reflected in the school's policy on RSE.

# Managing Difficult Questions

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. The Hyde follows TEFAT guidance on how to cover how the school handles such questions. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. Meeting these objectives will require a graduated, age-appropriate programme of Relationships Education. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. Schools should consider what is appropriate and inappropriate in a whole-class setting, as teachers may require support and training in answering questions that are better not dealt with in front of a whole class.