



Ellen Wilkinson Primary School

RSHE Parent Consultation

June 2026



What changes are taking place?

At Ellen Wilkinson Primary School, we place a high value on the development of the 'whole child'. The teaching of Personal, Social, Health & Economic (PSHE) education underpins children's development as people and supports their learning capacity. PSHE also forms part of our wider, holistic approach to addressing sensitive subjects and protecting our pupils.

Through our PSHE curriculum, we aim to:

- provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives
- become informed, active and responsible citizens who make a positive contribution to society.

We value PSHE as one way to support children's development as individuals, to enable them to understand and respect who they are, to empower them with a voice and to equip them for lifelong learning.

From September 2026, all schools will be legally required to update their RSHE curriculum and have an up-to-date written policy for relationships education.

These changes matter because good quality RSHE plays a vital role in preparing pupils for adult life, and supporting their moral, social, mental and physical development. Crucially, it is also a key safeguarding tool, helping young people recognise when something is wrong and understand how to seek help.

What changes are taking place?

Many changes to the RSHE curriculum revolve around what it's like to grow up as a child in 2026 and the new challenges and influences young people face as a result. While some of the topics are more sensitive, the guidance recommends taking a positive, factual approach to learning:

“Schools should focus on building positive attitudes and skills, promoting healthy norms about relationships and about health, including mental health. Schools should avoid language which might normalise harmful behaviour among young people – for example, gendered language which might normalise male violence or stigmatise boys.” DfE

For primary pupils, the updated guidance places a stronger focus on online safety and wellbeing, the use of accurate terminology for body parts (including genitalia), and the introduction of personal safety around water and roads.

There's also greater emphasis on helping children understand change and loss, including bereavement, and on developing communication skills, assertiveness, and the confidence to express personal needs and boundaries.

**highlighted topics will be included in the new September curriculum*

Our Curriculum

We have mapped the new changes into our RSHE/PSHE curriculum and provides an overview of what is taught in each year group

Age	Being Me in My world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Nursery Reception Age 3-5	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Achieving and settling goals Overcoming obstacles Seeking help Jobs	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations Additional NSPCC- pants reminding pupils of personnel space
Year 1 Age 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Year 2 Age 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Diversity Celebrating difference and remaining friends	Achieving realistic goals Staying healthy to achieve goals Perseverance and strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Healthy eating and nutrition Safety in the home Safety out and about Medicines	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Year 3 Age 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Media influence Being a global citizen How my choices affect others Awareness of other children's different lives Expressing appreciation for family and friends	How babies grow Outside body changes Personal hygiene Family stereotypes challenging my ideas Preparing for transition

Our Curriculum

Age	Being Me in My world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 4 Age 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Creating new, realistic dreams Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Being unique Inside body changes moved from year 3 Girls and Puberty (Menstruation) Taught in single gender groups. Confidence in change Accepting change Environmental change
Year 5 Age 9-10	Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other culture	Future dreams Spending, saving and value of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARTT internet safety rules	Self- and body image influence of online and media on body image needs Puberty for girls Puberty for boys Growing responsibility Coping with change Preparing for transition
Year 6 Age 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body-image Puberty and feelings taught in single gender groups Conception moved from from Y5 taught in single gender groups - LF adapted Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexing Transition

Example of some lesson plans...

Y4 Relationships: Getting on and Falling out

This looks at friendships and develops the concept of understanding different relationships

Learning Intentions:

- I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends
- I know how to stand up for myself and how to negotiate and compromise

Make sure the children understand the **key vocabulary** from these during the lesson so they can reflect on them at the end:

- *Friendships*
- *Negotiate*
- *Compromise*
- *Trust*
- *Loyalty*
- *Anger*
- *Betrayal*
- *Empathy*

'Make Friends, Break Friends' Scenarios:

With the children in pairs, give each pair one of the 'Make Friends, Break Friends?' scenarios - one child has card A and the other card B.

When they have read their cards, they should get together and talk through the situation in role as the characters given to them on the cards.

Encourage them to enter into the situation and imagine how they might really feel, and to see whether they think they can and should keep this friendship going.

Is it a problem that can be resolved or is the friendship going to break up?

Encourage the children to use either the '**Solve it together**' or the '**Mending Friendships**' technique.

Y6 Relationships: Love & Loss

This looks at bereavement and grief and supports children with strategies for coping with loss

Learning Intentions:

- Understand that there are different stages of grief and that there are different types of loss that cause people to grieve
- Can recognise when I am feeling those emotions and have strategies to manage them

Make sure the children understand the **key vocabulary** from these during the lesson so they can reflect on them at the end.

- *Emotions*
- *Feelings*
- *Sadness*
- *Loss*
- *Grief*
- *Denial*
- *Despair*
- *Guilt*
- *Shock*
- *Anger*
- *Acceptance*

Explain how we can all go through feelings of grief if difficult changes happen in our lives or if we suffer a specific loss and that there are often a range of feelings we experience through a cycle of grief. Refer back to the previous two lessons where 'challenge' was mentioned and explain that grief and loss of a person or animal we love can be one of the biggest challenges we have to face in our lives.

Slide 14

Talk through the stages of grief on the following slides (or alternatively use the Jigsaw in Focus book 'Can You Hear the Sea?').

Explain to the children each of the stages of grief and reassure them that it is normal to experience this range of feelings, that it is a process and that it can take time to move through the stages to acceptance and being able to move on again. Explain too, that everyone experiences it slightly differently due to the nature of their loss but that it is normal to experience this range of different emotions.

A Whole School Approach

The new guidance encourages schools to develop their RSHE curriculum as part of a whole school approach to wellbeing and positive relationships.

This means we have linked RSHE to wider school policies - including the behaviour and safeguarding policies - so that everything works together to create a supportive environment.

A key part of this process is consultation and collaboration. Schools are encouraged to engage with their community and ensure the content is shaped by all stakeholder voices and delivered by staff who feel confident and empowered. We continue to train our staff team to ensure they have the correct pedagogical knowledge and deliver with sensitivity when teaching these topics. We do this in collaboration with the Jigsaw Scheme of Work.

This curriculum has been designed with guidance from Claire Clinton (Religious Educational Advisor, Newham) and Dr. Jo Sell (Newham RSHE Advisor).

What does it mean for different stakeholders?

- **For pupils** ... making sure the curriculum feels inclusive, relevant, and engaging.
- **For parents** ... it means open and transparency around the content being taught and the materials being used.
- **For the wider community** ... it can involve working with staff, local partners, faith groups, local councillors, the Local Authority and community organisations to understand and respond to specific local issues
- **For staff** ... it's about having the knowledge, skills, and confidence to create a safe, supportive classroom environment.
- **For school leaders** ... it includes explaining to the governing body how stakeholder feedback has shaped the new RSHE provision. Governors to also ensure the curriculum meets the statutory guidance

Your feedback is important to us

Please ensure you have completed the parent consultation questionnaire so that we can have your views when shaping our curriculum.

<https://forms.gle/B6XpLLisZN42Pu6k8>

Please see below the draft policy as part of the consultation

<https://docs.google.com/document/d/1PKE2LYtgMz-m8xBXGqJdBuO1kUGkDZDc/edit?usp=sharing&oid=118352790769704297797&rtpof=true&sd=true>

Next Steps...

- **Curriculum updates** - We have linked up with our curriculum partners for RSHE and PSHE to update and refine our curriculum to ensure it delivers the statutory offer

RSHE will be taught through a 'spiral curriculum'. This approach means that pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. RSHE will support the school's commitment to safeguard pupils through an age-appropriate curriculum that prepares them to live safely in the modern world.

- **Update Parents, Staff and Governors** - Feedback to all stakeholders the response to the consultation
- **Update the RSHE Policy** - Make sure school leaders have RSHE policies that are up to date and reflect the new statutory requirements.
- **Plan CPD and staff training** - Liaise with Jigsaw and offer face to face CPD and webinars that align with the new adapted curriculum

Key Documents & useful links

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance
https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education_RSE_and_health_education_for_intro_1_September_2026_.pdf
- FAQs: Relationships Education, RSE and Health Education
https://consult.education.gov.uk/pshe/relationships-education-rse-health-education/supporting_documents/RSEPSHEFAQs.pdf
- Understanding Relationships and Health Education in your child's primary school: a guide for parents
https://assets.publishing.service.gov.uk/media/5f2c2b98e90e0732d9008d61/RSE_primary_schools_guide_for_parents.pdf