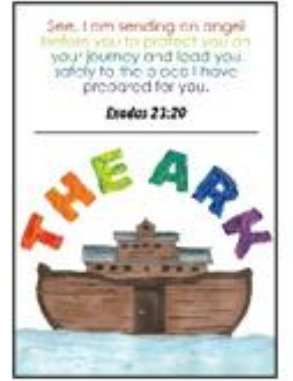




**St Michael's**  
*CofE Primary Academy*



# PSHE Parent Information Meeting

## Tuesday 19<sup>th</sup> May 2026



**St Michael's**  
*CofE Primary Academy*

## What we'll cover

What is PSHE?

Statutory RHE

Why PSHE is important

How we deliver PSHE

Examples of resources/topics

Opportunity for questions

# What is PSHE?

- Personal, Social, Health & Economic (PSHE) education
- It is very broad!
- ▶ At St Michael's C of E Primary Academy, we believe that the teaching of PSHE is important to the flourishing of children and young people. It gives children the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens.





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*CofE Primary Academy*

# Statutory Relationships & Health Education

From September 2020, Relationships Education and Health Education became a statutory subject in all schools. This guidance was updated in July 2025 to be implemented from September 2026.

Sex Education is statutory in all secondary phase schools, and optional for primary phase schools (except where elements of this are in the curriculum already e.g. Science)

# 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 is included in the updated curriculum?

Relationships Education

Primary schools should cover:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- **Being safe**

# What is included in the updated curriculum?

## **Being Safe**

Curriculum content:

1. 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.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

# 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 is included in the updated curriculum?

### Health Education

Primary schools should cover:

- General wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco & vaping
- Health protection and prevention
- Personal safety
- Basic first aid
- **Developing bodies**

# What is included in the updated curriculum?

## **Developing bodies**

Curriculum content:

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.



Children Act 2004



Children and Social Work Act 2017



Academies Act 2010



Equality Act 2010



**Promoting fundamental British values as part of SMSC in schools**

Departmental advice for maintained schools

November 2014

**Keeping children safe in education**

Statutory guidance for schools and colleges



**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



Education Act 2002

Why is it important for schools?

# Why is it important for our school?

At St Michael's, children's wellbeing, happiness and safety are our priority; we therefore regard PSHE as an important, integral component of the whole curriculum; it is central to our approach and at the core of our ethos.

It supports our approach to behaviour, citizenship and the Christian values that we promote at our school.



# Curriculum Overview for September 2026

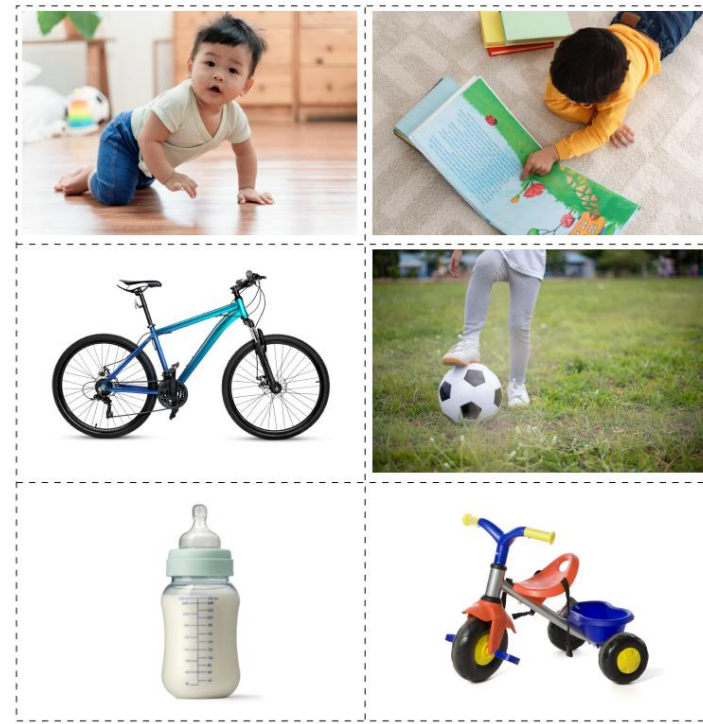
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>	EYFS-Personal, Social and Emotional Development	EYFS -Personal, Social and Emotional Development	EYFS -Personal, Social and Emotional Development	EYFS -Personal, Social and Emotional Development	EYFS -Personal, Social and Emotional Development	EYFS - Personal, Social and Emotional Development
<b>Year 1</b>	<b>Connecting with others</b> How can I help myself and others feel happy and safe?	<b>My healthy self</b> How can we look after our emotions?	<b>The online world</b> How do we spend time online?	<b>Citizenship</b> How can I help others and the environment?	<b>Staying safe</b> How can I stay safe?	<b>Health protection</b> How can I protect myself and others in daily life?
<b>Year 2</b>	<b>Connecting with others</b> How can I build safe, kind and caring relationships with others?	<b>My healthy self</b> How can we look after our bodies?	<b>The online world</b> How are things shared online?	<b>Citizenship</b> How do people belong to a community and earn money?	<b>Staying safe</b> How can I make safe choices in different places?	<b>Growing up</b> How can we look after and respect our bodies as we grow?
<b>Year 3</b>	<b>Connecting with others</b> What helps us feel safe and included?	<b>My healthy self</b> How can I take care of my mind and body?	<b>The online world</b> How should we treat each other online?	<b>Citizenship 2</b> What careers do people choose and why?	<b>Staying safe</b> Online safety (Focus on online gaming e.g. Roblox)	<b>Health protection</b> How can we prevent illness and injury and respond if they happen?
<b>Year 4</b>	<b>Connecting with others</b> How can we respect each other?	<b>My healthy self</b> How can I make healthy choices?	<b>The online world</b> How can I evaluate what I see online?	<b>Citizenship</b> How can I spend my money wisely?	<b>Staying safe</b> What signs help me recognise what is safe or unsafe?	<b>Growing up</b> How will my body and emotions change as I grow up?
<b>Year 5</b>	<b>Connecting with others</b> Why are healthy relationships important?	<b>My healthy self</b> How can I support my mind and body as I grow?	<b>The online world</b> How am I influenced by what I see online?	<b>Citizenship 2</b> How can we be in control of our money?	<b>Staying safe</b> Online safety (linked to social media)	<b>Growing up</b> How can I manage the changes to my body and emotions as I grow up?
<b>Year 6</b>	<b>Connecting with others</b> What does it mean to stand up for myself and others?	<b>My healthy self</b> How do my choices today shape my future wellbeing?	<b>The online world</b> How do I feel about being online?	<b>Citizenship</b> How can we protect everyone's rights?	<b>Staying safe</b> How can I stay safe as I grow up?	<b>Growing Up (inc. Sex Education)</b> How do people become parents and carers?  (Parental right of withdrawal for lesson 2 and 3)

# Examples of resources – KSI

## Year 2

How can we look after our bodies as we grow?

- ▶ Lesson 1 – How do we grow and change?
- ▶ Lesson 2 – How will I change as I grow up?
- ▶ Lesson 3 – Do I make the rules about my own body?
- ▶ Lesson 4 – How can I talk about my body?
- ▶ Lesson 5 – How can we show respect for each other's bodies?
- ▶ Lesson 6 – Who can I talk to if I do not feel safe?



Presentation: Privacy




# Examples of resources – KSI





## Year 2


How can we look after our bodies as we grow?

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## Presentation: Knowledge catcher

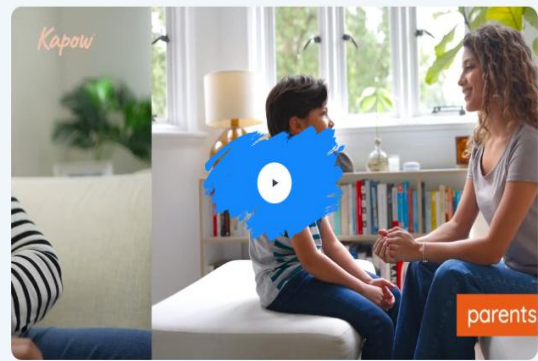
How can we look after and respect our bodies as we grow? [Click to enlarge the images.](#) 

<p>What do you know about your body?</p> 	<p>How can you look after your body?</p> 
<p>What happens as you grow?</p> 	<p>Who can help you if you feel worried?</p> 

RSE & PSHE  © Kapow 2024

Watch

 Pupil video: Trusted adults 1:44



# Examples of resources – LKS2

Y4 – How will my body and emotions change as I grow up?

- ▶ Lesson 1 – What are body boundaries?
- ▶ Lesson 2 – How will I grow and change during puberty?
- ▶ Lesson 3 – Which emotional changes could I experience when growing up?
- ▶ Lesson 4 – What is a period? (girls only)
- ▶ Lesson 5 – How can we show kindness and understanding about body changes?
- ▶ Lesson 6 – Who can I talk to about growing up and changes?

Okay without permission	Okay with permission	Never okay
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Lesson 1

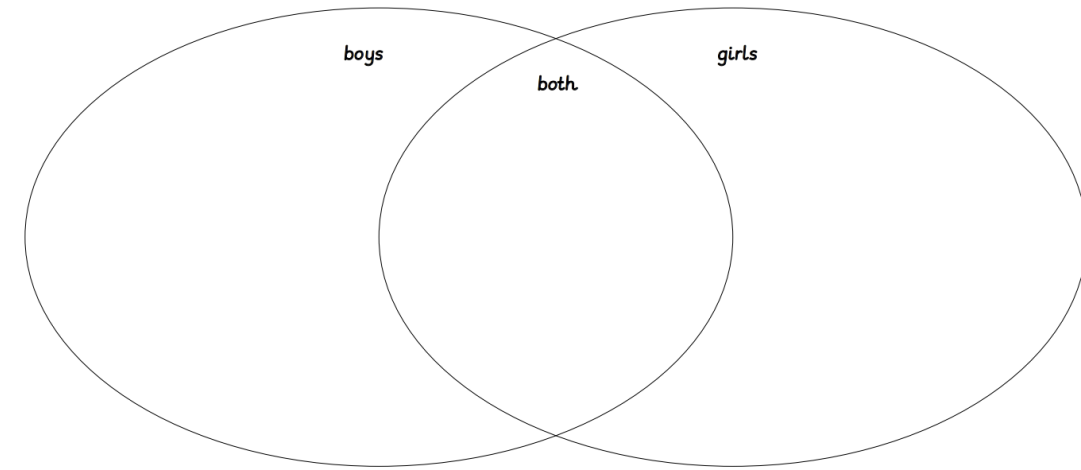
Talk to a friend or teacher.	Take some deep breaths before saying anything.	Go outside for some fresh air.	Do something calm to help settle your feelings.
Think about whether you might be tired, hungry or thirsty and have a rest, eat or drink something.	Write or draw how you are feeling.	Remember, feelings do not always have to make sense right away.	Tell a trusted adult if it keeps happening.

	
a dentist checking your teeth (with an adult present)	a friend smiling at you
	
someone touching your private parts	someone pushing you in the playground

# Examples of resources – LKS2

Y4 – How will my body and emotions change as I grow up?

- ▶ Lesson 1 – What are body boundaries?
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- ▶ Lesson 6 – Who can I talk to about growing up and changes?



growing taller and stronger	hair under arms	leg hair	facial hair	pubic hair	skin changes (spots, oilier skin)
sweating and needing deodorant	voice changes	emotional changes	becoming more independent	develop breasts	hips widen

## Presentation: Priya's story

Priya's story

Priya was getting ready for dance club when she noticed a small bit of blood in her underwear. She was very surprised and a little bit upset but she remembered her teacher had said this happens to girls when their bodies start to grow and change.

# Examples of resources – UKS2

Y6 – How do people become parents and carers?

- ▶ Lesson 1 - Which words can we use to describe our private body parts?

(Y5 recap/refresh)

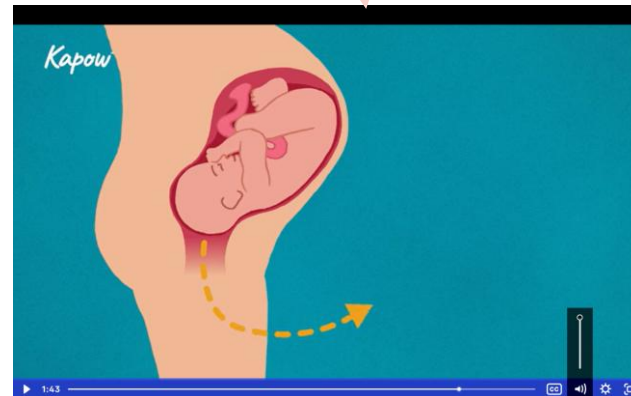
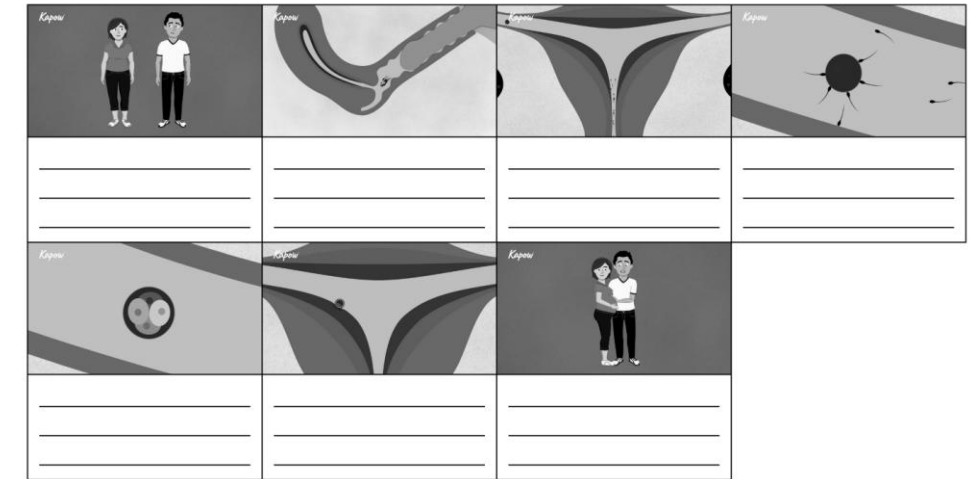
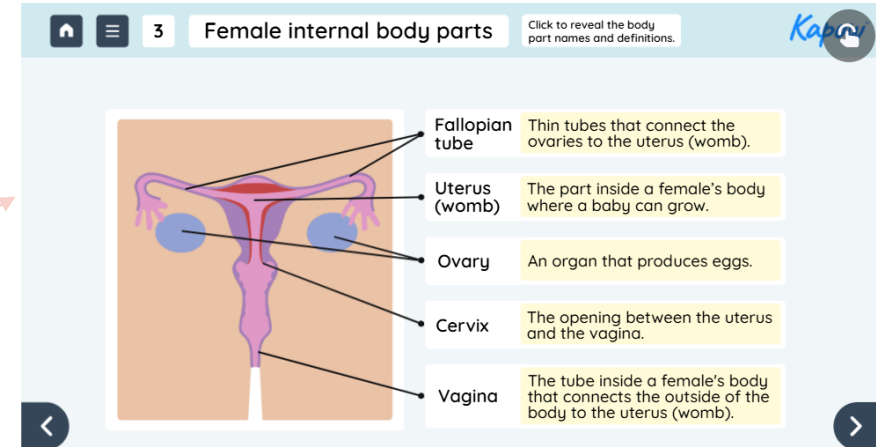
- ▶ Lesson 2 – How are babies made? (Parental right to withdraw)

- ▶ Lesson 3 – What happens in pregnancy and how are babies born?

(Parental right to withdraw)

- ▶ Lesson 4 – 6 Transition to secondary school

## Presentation: Private body parts



# How is equality and diversity covered through the curriculum?

## Year 1

### Lesson 2: How do families show love and care for each other?

- ✓ To explore how families care for and support each other.

[Get started >](#)



## Year 2

### Lesson 2: How are families different and the same?

- ✓ To recognise that all families are different and all are special.

[Get started >](#)



## Year 3

### Lesson 3: What makes a family?

- ✓ To identify how families can spend time together and support each other.

[Get started >](#)



## Year 5

### Lesson 2 : How do families show commitment to each other?

- ✓ To understand what commitment means and how it is shown in family relationships.

[Get started >](#)



## Year 4

### Lesson 2: How can I show respect to others?

- ✓ To practise being respectful in different settings.

[Get started >](#)



### Lesson 3: How can families support and protect each other?

- ✓ To identify different ways that families can support and protect each other.

[Get started >](#)



## Year 6

### Lesson 4: How can we challenge unfairness?

- ✓ To evaluate safe, respectful ways to challenge unfairness in everyday situations.

[Get started >](#)

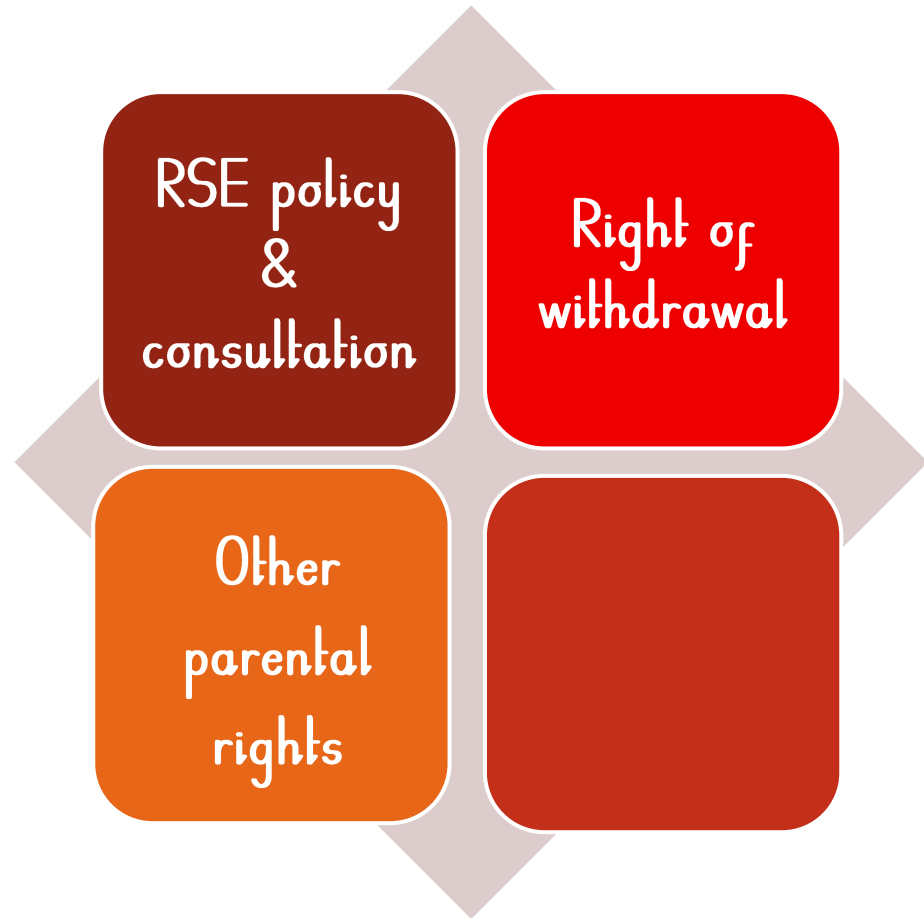


## Links to wider school practice

Our PSHE curriculum at St Michael's is taught through weekly PSHE lessons for all year groups, however the curriculum links well with many other subjects such as:

- Science
- Computing
- PE
- Religious Education
- British Values
- Worship themes such as friendship, kindness and inclusion

# What else do parents need to know?



Any questions?



Thank you for  
coming

- ▶ For any further information please contact ...
- ▶ Mrs Luscombe – PSHE lead teacher
- ▶ Mrs Jackson
- ▶ Mrs Navratil
- ▶ If you have any queries related to any of the content discussed today or would like to see further resources, please contact the school office.