



RICHMOND METHODIST PRIMARY SCHOOL

PARENTS' & CARERS' GUIDE

PSHE, RELATIONSHIPS & HEALTH EDUCATION

The revised statutory curriculum from September 2026

Doing all the good we can!

Our Christian and Methodist ethos shapes the way we help children grow in kindness, compassion, responsibility and service.

Ready, Mutually Respectful and Safe

Our school-wide approach helps children be ready to learn, respect themselves and others, and know how to stay safe.

A note about the language: For primary schools, the statutory elements from September 2026 are Relationships Education and Health Education. PSHE is the wider subject framework many schools use to bring this learning together. This guide therefore uses PSHE and RSHE as umbrella terms, while making clear what is statutory.

1. What is changing from September 2026?

The Department for Education's revised statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education came into force on 1 September 2026. Primary schools must teach Relationships Education and Health Education. The revised guidance strengthens and updates the content so that it better reflects children's lives, including digital life, mental wellbeing, personal safety and respectful relationships.

- Relationships Education is statutory for all primary pupils.
- Health Education is statutory for pupils in state-funded primary schools.
- PSHE remains a wider curriculum framework rather than a single statutory national subject.
- Primary sex education is not compulsory. If a primary school chooses to teach additional sex education beyond the science curriculum, parents/carers have a right to request withdrawal from that additional sex education.
- Children cannot be withdrawn from statutory Relationships Education, Health Education, or statutory science content.

2. What does this mean for children at Richmond Methodist Primary School?

Our aim is not simply to give children information. We want them to develop the knowledge, vocabulary, confidence and practical skills to make healthy choices, build positive relationships, recognise risk, ask for help and contribute positively to their community.

- Ready – developing the habits, confidence and emotional readiness to learn and make positive choices.
- Mutually Respectful – understanding kindness, boundaries, consent, difference, fairness, friendship and respectful behaviour.
- Safe – knowing how to recognise unsafe situations, protect personal information, respond to bullying or harmful behaviour, and seek help from trusted adults.
- Doing all the good we can! – putting learning into action through kindness, service, responsibility and care for others.

3. What will children learn?

Area	In child-friendly terms, this includes...
Relationships & friendships	Families and people who care for us; positive friendships; kindness; trust; respect; managing disagreements; boundaries; privacy; recognising unhealthy or unsafe relationships; how to ask for help.
Respect & behaviour	How our words and actions affect others; stereotypes and prejudice; bullying and cyberbullying; respectful communication; inclusion; treating others fairly and with dignity.
Keeping safe	Trusted adults; recognising risk; saying no and seeking help; personal boundaries; privacy; safeguarding; safe and unsafe online interactions; what to do when something feels wrong.
Digital life	Healthy online habits; privacy and sharing information; scams and online harms; reliable information; social media and online content; misinformation/disinformation; understanding that online content may be misleading or harmful.
Mental & emotional wellbeing	Naming and managing feelings; resilience; self-esteem; loneliness and isolation; coping with change and loss; asking for help; looking after mental wellbeing.
Physical health	Healthy eating and nutrition; exercise; sleep; hygiene and self-care; dental health; sun safety; vaccinations and immunisation; allergies; basic first aid and how to seek emergency help.
Growing & changing	Body changes and puberty taught in an age-appropriate, factual way; menstruation; emotional changes; correct vocabulary for body parts; personal hygiene and self-care. Statutory science content is taught as required.
Healthy choices	The effects and risks associated with tobacco, alcohol, drugs and vaping/nicotine; making informed choices

4. How learning will develop through primary school

Early Years & Key Stage 1 — Children build the foundations: recognising feelings, forming friendships, being kind, understanding families and trusted adults, learning about personal space and privacy, staying safe, looking after their bodies, and developing healthy routines.

Lower Key Stage 2 — Children deepen their understanding of respectful friendships, conflict and reconciliation, bullying, peer pressure, online safety, privacy, emotional wellbeing, healthy lifestyles, first aid and the physical/emotional changes associated with growing up.

Upper Key Stage 2 — Children prepare for adolescence: puberty and menstruation, changing emotions and bodies, personal hygiene, respectful relationships, boundaries and consent, online harms and misinformation, mental wellbeing, substances including vaping/nicotine, and how to seek help and support.

5. What will lessons feel like?

- Age-appropriate – content is matched to children's age, stage of development and needs.
- Calm and respectful – children are encouraged to listen, use appropriate language and respect different experiences.
- Factual and safeguarding-led – staff teach agreed content rather than personal opinions, and respond appropriately to concerns.
- Inclusive – children learn to respect different families, backgrounds and circumstances and to challenge prejudice and bullying.
- Practical – lessons use discussion, scenarios, stories, reflection, activities and opportunities to practise skills.
- Connected – learning is reinforced through school routines, assemblies, safeguarding, online safety, science, PE, RE and the wider curriculum.

6. Questions children may ask

“Why do I need to learn this?” Because growing up involves relationships, emotions, health and safety. We want children to have accurate knowledge and practical skills before they need them.

“Will children be taught about sex?” Primary sex education is not compulsory. The statutory primary curriculum is Relationships Education and Health Education. Any additional sex education chosen by the school will be clearly identified and communicated to parents/carers.

“Will my child be taught about puberty?” Yes. Age-appropriate learning about growing and changing is part of Health Education and is also supported by statutory science content. This includes body changes and menstruation.

“Can I see what is being taught?” Yes. The school should make its Relationships Education policy available to parents/carers and should be open about the curriculum and resources used.

“Can I withdraw my child?” Parents/carers cannot withdraw children from statutory Relationships Education, Health Education or statutory science. If the school provides additional primary sex education, parents/carers may request withdrawal from that additional content.

7. How parents and carers can help at home

- Use everyday moments to talk about kindness, friendship, respect and how to resolve disagreements.
- Help your child name feelings and practise ways to manage worries, disappointment and conflict.
- Talk about personal boundaries: everyone has the right to feel safe, and children can say no and seek help.
- Create clear family rules for devices, apps, games and sharing information online.
- Ask open questions such as “What would you do if...?” rather than expecting your child to know the perfect answer.
- Use correct, age-appropriate vocabulary for body parts and health.
- Reassure your child that asking a trusted adult for help is a strength, not a failure.
- Model our school values: be ready, be mutually respectful, be safe — and keep 'Doing all the good we can!' at the heart of everyday life.

8. Our partnership with families

We recognise that families have different experiences, cultures and beliefs. Our role is to provide children with the knowledge and skills set out in the statutory guidance, taught sensitively and appropriately. We welcome constructive dialogue with parents and carers and will communicate clearly about the school's curriculum, policies and resources.

If you have a question or concern: please contact the school office or the member of staff responsible for PSHE/RSHE. We would much rather answer a question early than allow uncertainty to grow.

9. A simple message for children

BE READY • BE MUTUALLY RESPECTFUL • BE SAFE

“Doing all the good we can!”

10. Further information

This guide is a parent-friendly summary and does not replace the school's statutory Relationships Education/RSHE policy or the Department for Education guidance. The revised DfE guidance came into force on 1 September 2026.

Key source: Department for Education — Relationships and sex education (RSE) and health education statutory

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guidance, revised for implementation from 1 September 2026.