

RSHE Curriculum 2025

Purpose of RSHE: (Relationships, Sex and Health Education)

To help children develop healthy relationships, understand personal safety, and build emotional resilience.

To prepare pupils for real-life challenges, including online safety, mental health, and respectful behaviour.

Key Changes in the 2025 Guidance

Updated statutory guidance replaces the 2019 version.

Schools must implement changes by September 2026 but can begin earlier.

Emphasis on teacher judgement over fixed age limits for introducing sensitive topics.

Key Changes in RSHE 2025 Guidance for Primary Schools

Stronger Focus on Online Safety

Expanded content includes:

- Online gaming risks
- Video game -Game payments and purchases
- Scams, fraud, and financial exploitation
- AI-generated deepfakes and toxic influencers



Key Changes in RSHE 2025 Guidance for Primary Schools

New Personal Safety Strand

Pupils will now learn how to stay safe around:

- Roads, railways, and level crossings
- Water safety (including the Water Safety Code)
- Public spaces and fire safety

Key Changes in RSHE 2025 Guidance for Primary Schools

Mental Health and Emotional Literacy

Greater emphasis on:

- Grief, loss, and loneliness
- Emotional expression and resilience
- Positive masculinity: helping boys challenge stereotypes and express emotions.



Key Changes in RSHE 2025 Guidance for Primary Schools inclusive Family Structures

Curriculum must reflect:

- Same-sex parents
- Kinship carers, foster and adoptive families
- Young carers and single-parent households
- Encourages non-stigmatising language and inclusive teaching



Key Changes in RSHE 2025 Guidance for Primary Schools

Updated Health Education Topics

- Vaping added to the “Drugs, Alcohol, Tobacco and Vaping” strand

What Will Children Learn in Primary School?

- Healthy friendships and family relationships
- Respectful behaviour and empathy
- Online safety: understanding public vs private information, age-appropriate
Digital awareness
- Personal safety: recognising inappropriate contact, understanding privacy
- Physical health: hygiene, sleep, exercise, and mental wellbeing
- Emotional literacy: naming feelings, managing conflict, recognising safe
situations

Guiding Principles for Delivery

Curriculum must be:

- Age-appropriate and sequenced
- Participative and inclusive
- Delivered by trained staff or trusted providers
- Embedded in a whole-school approach to wellbeing and safeguarding

Teacher Autonomy and Professional Judgement

No fixed age limits for sensitive topics.

Teachers are trusted to:

- Use distancing techniques
- Avoid shock tactics
- Create safe learning environments

Sex Education Beyond Science: Not Statutory

Primary schools are not required to teach sex education beyond what is covered in the science curriculum (e.g. reproduction in plants and animals).

If schools choose to teach sex education (which most schools do and we do at Arnesby), it is typically introduced in Years 5 or 6, and must be:

- Age-appropriate
- Consulted on with parents
- Optional for pupils—parents have the right to withdraw their child from these lessons.

What Parents Can't Withdraw From

Relationships Education and Health Education are statutory and non-withdrawable.

This includes topics like friendships, family diversity, mental wellbeing, and personal safety.

Year Group	Key Topics Covered
Foundation	Growing up; how we've changed since we were babies
Year 1	Boys' and girls' bodies; body parts
Year 2	Body parts and respecting privacy (which parts are private and why)
Year 3	How babies grow; body changes as children grow older
Year 4	Internal and external reproductive body parts; menstruation begins to be introduced
Year 5	Puberty for boys and girls; conception
Year 6	Puberty, conception, and childbirth; understanding reproduction from conception to birth



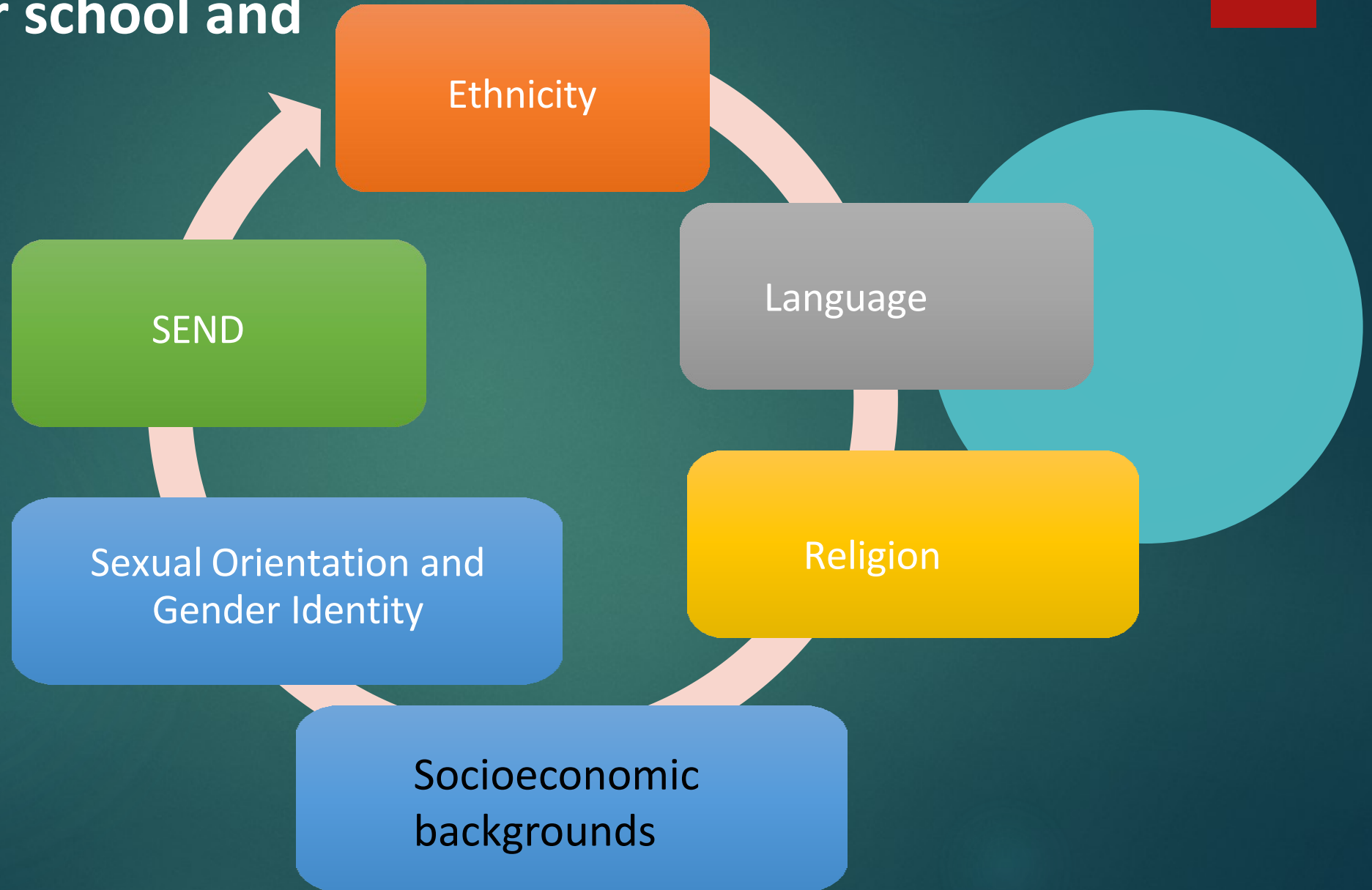
everyone's welcome

Using the No Outsiders approach to teach the Equality Act (2010) in Primary school through age-appropriate picture books with clear lesson plans and guidance for discussion

**NO
OUT
SIDERS**
'All different, All welcome'

Supported by the Leicestershire Anti Bullying Team

Who might feel like an outsider in our school and why?



How No Outsiders Began

- Founded by Andrew Moffat MBE, a deputy headteacher in Birmingham.
- Developed in response to a need for inclusive education that reflects the Equality Act 2010.
- Uses storybooks and structured lessons to teach children about diversity, respect, and acceptance.
- Aims to ensure no child feels like an outsider, regardless of their identity or background.
- Despite facing protests, it has been praised for promoting community cohesion and British Values.

Core Principles of No Outsiders

Everyone is Welcome

The programme promotes a school culture where every child and family feels included, regardless of background, identity, or beliefs.

Celebrating Difference

It teaches children that differences—whether in race, religion, gender, family structure, or ability—are not just accepted but celebrated.

Equality and Respect

No Outsiders is rooted in the Equality Act 2010, helping children understand their rights and the importance of treating others fairly.

Preparing for Life in Modern Britain

It equips children with the language and confidence to talk about diversity, challenge discrimination, and build inclusive communities.

Empathy and Kindness

Children learn to see the world through others' eyes, fostering compassion and reducing prejudice.

No Outsiders isn't about pushing ideologies or challenging personal beliefs — it's about teaching children to be kind, respectful, and inclusive, valuing everyone no matter their background.



How the Curriculum Helps Children

- Age-Appropriate Lessons

Designed to match your child's stage of development.

- Practical Skills

Children learn how to stay safe, make good choices, and ask for help.

- Trusted Resources

Created with experts and backed by the Department for Education.

- Supports Conversations at Home

Gives children the language and confidence to talk about online experiences.

What is the Kapow Curriculum used at Arnesby?

Kapow Primary's RSE & PSHE scheme of work aims to help pupils develop the knowledge, skills and attributes they need to lead confident, healthy and fulfilling lives.

- Valuing different family structures
- Developing safe and respectful relationships
- Promoting good health and carrying out first aid
- Operating safely in a digital world
- Creating and maintaining positive friendships
- Understanding the changes that take place during puberty
- Learning to make independent choices and not be influenced by others

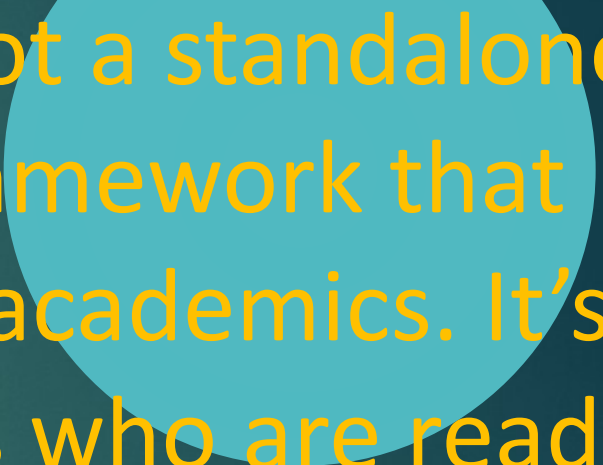


How the themes fit together

Theme	Purpose
Everyone's Welcome	Fosters inclusion, respect, and celebration of diversity.
Online Safety	Equips children with skills to navigate the digital world safely.
Financial Education	Builds understanding of money, budgeting, and responsible choices.
Worship and assemblies	Reinforce vision & values, celebrates achievements and builds community.
Trips & Enrichment	Broadens horizons through real-world cultural experiences.
Well-being, Character & Clubs	Supports mental health, resilience, and personal interests.
British Values	Promotes democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths.
KAPOW (RSHE)	Provides a structured approach to Relationships, Sex and Health Education, supporting emotional literacy and mindfulness.



Personal Development



At Arnesby, Personal Development is not a standalone subject, it's a rich, interconnected framework that supports every child's growth beyond academics. It's about shaping well-rounded individuals who are ready to thrive in the wider world.

The Arnesby Learner

By the time a child leaves our school, we want them to be:

Confident and Kind – Able to express themselves and show empathy to others.

Curious and Reflective – Eager to learn, ask questions, and think deeply.

Safe and Responsible – Especially in digital spaces and in managing their own choices.

Respectful and Inclusive – Understanding and celebrating differences.

Resilient and Independent – Ready to face challenges and take initiative.

Prepared for Life – Equipped with practical knowledge, values, and character

A lifelong learner – who knows how to learn