

Monday 20th April 2026

Dear Parents and Carers of Year 5 and 6,

## RSE - Relationships and Sex Education

Each year we like to share the curriculum for our Relationships and Sex Education with our parents and carers, not only to let you know that this content will be taught soon but also to allow you to be prepared for any questions your child may ask at home.

This curriculum was designed in partnership with the PSHE Association and is used widely across not only the other Portico schools, but by many other primary schools. As a school, we made the decision to adopt this framework following full consultation with children, staff, parents, carers and Portico trustees at the time.

We understand that some parents may find the content of these lessons a little sensitive but we do feel that there is great value to the children being taught properly about these subjects rather than getting a false idea via older peers, the internet or social media.

The content of both the Year 5 and Year 6 curriculum can be found on the following pages.

Please rest assured that all lessons of this nature are conducted in an age-appropriate manner, using specially designed, child friendly resources. For the topic of 'Growing and Changing', most of the learning will see the boys and girls having separate lessons.

We hope you feel happy knowing that we take the teaching of RSE very seriously at Friars in order to prepare our young people for life in modern Britain. However, should you have any questions or would like more information about these lessons or the content, we will be holding an informal meeting for Year 5 and 6 parents **on Tuesday 19<sup>th</sup> May at 3:15pm**. This will be for adults only to attend. Please just come along to 6B's classroom door.

Please could you complete this form so we can gauge how many people will be attending: [Year 5 and 6 RSE Informal Meeting – Fill out form](#)

Yours sincerely,

*H Stubbs*      *R Bailey*

PSHE Lead

Year 5 and 6 Phase Lead



01702 294837



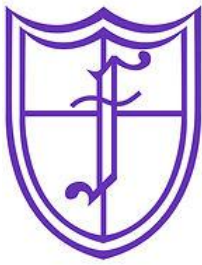
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www.friarsprimary.co.uk



Constable Way  
Shoeburyness  
Essex, SS3 9XX



# Friars Primary School & Nursery

Principal: Mr C McClay

Vice Principal: Mrs S Halls



## Year 5

| Topic   | In this unit of work, students learn...   |
|---|---|
| <b>Safe Relationships:<br/>Physical Contact and Feeling Safe</b>                              | <ul style="list-style-type: none"> <li>to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</li> <li>how to ask for, give and not give permission for physical contact</li> <li>how it feels in a person's mind and body when they are uncomfortable</li> <li>that it is never someone's fault if they have experienced unacceptable contact</li> <li>how to respond to unwanted or unacceptable physical contact</li> <li>that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about</li> <li>whom to tell if they are concerned about unwanted physical contact</li> </ul>  |
| <b>Respecting Ourselves and Others:<br/>Responding Respectfully to a Wide Range of People</b> | <ul style="list-style-type: none"> <li>to recognise that everyone should be treated equally</li> <li>why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</li> <li>what discrimination means and different types of discrimination e.g. racism, sexism, homophobia</li> <li>to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</li> <li>the impact of discrimination on individuals, groups and wider society</li> <li>ways to safely challenge discrimination</li> <li>how to report discrimination online</li> </ul>  |
| <b>Families and Friendships:<br/>Managing Friendships and Peer Influence</b>                  | <ul style="list-style-type: none"> <li>what makes a healthy friendship and how they make people feel included</li> <li>strategies to help someone feel included</li> <li>about peer influence and how it can make people feel or behave</li> <li>the impact of the need for peer approval in different situations, including online</li> <li>strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</li> <li>that it is common for friendships to experience challenges</li> <li>strategies to positively resolve disputes and reconcile differences in friendships</li> <li>that friendships can change over time and the benefits of having new and different types of friends</li> <li>how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</li> <li>how and how to seek support in relation to friendships</li> </ul> |
| <b>Growing and Changing:<br/>Physical and Emotional Changes in Puberty</b>                    | <ul style="list-style-type: none"> <li>how to identify external genitalia and reproductive organs</li> <li>about the physical and emotional changes during puberty</li> <li>key facts about the menstrual cycle and menstrual wellbeing, erections, and wet dreams</li> <li>strategies to manage the changes during puberty including menstruation</li> <li>the importance of personal hygiene routines during puberty including washing regularly and using deodorant</li> <li>how to discuss the challenges of puberty with a trusted adult</li> <li>how to get information, help and advice about puberty</li> </ul>   |



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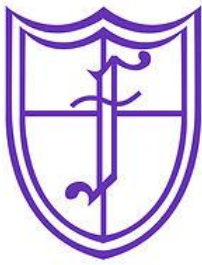
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## Year 6

| Topic   | In this unit of work, students learn...   |
|---|---|
| <b>Respecting Ourselves and Others:<br/>Expressing Opinions and Respecting<br/>Other Points of View</b>                   | <ul style="list-style-type: none"> <li>• about the link between values and behaviour and how to be a positive role model</li> <li>• how to discuss issues respectfully</li> <li>• how to listen to and respect other points of view</li> <li>• how to constructively challenge points of view they disagree with</li> <li>• ways to participate effectively in discussions online and manage conflict or disagreements</li> </ul>   |
| <b>Families and Friendships:<br/>Attraction to Others; Romantic<br/>Relationships; Civil Partnership and<br/>Marriage</b> | <ul style="list-style-type: none"> <li>• what it means to be attracted to someone and different kinds of loving relationships</li> <li>• that people who love each other can be of any gender, ethnicity or faith</li> <li>• about the qualities of healthy relationships that help individuals flourish</li> <li>• ways in which couples show their love and commitment to one another, including those who are not married or who live apart</li> <li>• what marriage and civil partnership mean, e.g. a legal declaration of commitment made by two adults</li> <li>• that people have the right to choose whom they marry or whether to get married</li> <li>• that to force anyone into marriage is illegal</li> <li>• how and where to report forced marriage or ask for help if they are worried</li> </ul>  |
| <b>Safe Relationships:<br/>Consent in Different Situations</b>  | <ul style="list-style-type: none"> <li>• to compare the features of a healthy and unhealthy friendship</li> <li>• what consent means and how to seek and give/withdraw permission in different situations</li> </ul>  |
| <b>Growing and Changing:<br/>Human Reproduction and Birth;<br/>Increasing Independence; Managing<br/>Transitions</b>      | <ul style="list-style-type: none"> <li>• to recognise some of the changes as they grow up, e.g. increasing independence</li> <li>• about what being more independent might be like, including how it may affect feelings</li> <li>• about the transition to secondary school and how this may affect their feelings</li> <li>• about how relationships may change as they grow up or move to secondary school</li> <li>• practical strategies that can help to manage times of change and transition, e.g. practising the bus route to secondary school</li> <li>• identify the links between love, committed relationships, and conception</li> <li>• what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults</li> <li>• how pregnancy occurs, i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb</li> <li>• about the responsibilities of being a parent or carer and how having a baby changes someone's life</li> </ul> |

