

# 3D PSHE and Citizenship PARENT PRESENTATION





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**Welcome to Dimension's**

**3D PSHE and Citizenship  
PARENT PRESENTATION**



# 3D PSHE and Citizenship Parent Presentation

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## Welcome

In this presentation we are going to share how we teach Relationships and Sex Education(RSE) in our school.

We know this can feel like a sensitive subject so it is our aim to:

- Explain what your children will be learning and when
- Reassure you about how it is taught
- Show you how you can support your child at home

We will be happy to answer any questions at the end of this presentation.



## Structure

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Health and Wellbeing



Relationships



Citizenship

## What do we mean by RSE?

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The government has updated the statutory guidance for Relationships, Sex and Health Education (RSHE), implemented from September 2026. When we talk about RSE in primary school, we are mostly talking about relationships, feelings and growing up, not sex education.

By this we mean learning about:-

- Friendships and family relationships
- Kindness, respect and empathy
- Keeping safe
- Understanding their bodies in an age appropriate way

**It's about helping children build healthy relationships, understand feelings, and grow confidently.**

## Why do we teach RSE?

Throughout daily life children are already learning about relationships, through family, friends, online, TV and everyday experiences.

RSE helps children make sure they have:-

- Correct, age appropriate information
- Safe spaces to ask questions
- Guidance on what healthy relationships look like
- Confidence to speak up if something worries them

**Our aim is to help our children feel safe, informed and valued.**

## Where RSE fits into the curriculum

RSE is about children's everyday lives, and the broader primary curriculum reflects that too. The primary curriculum is relevant, meaningful and age-appropriate; so is our RSE provision.

Our approach is:-

- Holistic: supporting emotional wellbeing, relationships, and readiness to learn
- Practical and meaningful: using scenarios, discussion and reflection, not just 'telling'
- Values-led: grounded in respect, kindness, fairness and safety

**RSE content is taught in a way that aligns with the school's ethos and the needs of the children in front of us.**

# What children learn (Age-appropriate Overview)

## **Early Years/Key Stage 1 children focus on:-**

- Naming and understanding feelings
- Friendships and kindness
- Recognising safe/unsafe feelings
- Understanding privacy and personal boundaries
- Knowing who to talk to if worried

## **Key Stage 2 children build on this with:-**

- More complex friendships and peer influence
- Respect, consent and boundaries in everyday situations
- Online safety and digital relationships
- Body changes in puberty (taught sensitively and factually)
- Human reproduction and development (where this is included in your school's programme)

**Everything is taught with age appropriate vocabulary using language children can understand.**

## Sex Education in Upper Key Stage Two (Y5 & Y6)

When children reach Upper key Stage 2, some aspects of sex education are taught through the science curriculum , which helps to keep learning factual, clear and age appropriate.

In science, pupils learn about:-

Puberty and the changes that happen as bodies grow and develop  
Human reproduction in a straightforward and biological way  
The human lifecycle, how humans grow from birth to adulthood

We are careful to:-

- Use the correct scientific vocabulary
- Answer questions honestly but without any unnecessary detail
- Link learning to health, wellbeing and personal safety
- Reinforce that children can talk to trusted adults if they feel worried or confused

**Within our approach we connect this knowledge to real life understanding, helping children to feel prepared, not alarmed.**

## How we teach RSE

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We teach RSE in a calm, supportive way.

Lessons might include:-

- Discussion and guided talk (with clear ground rules)
- Stories, case studies and age-appropriate resources
- Scenario-based learning: 'What would you do if...?'
- Reflection activities to build empathy and confidence
- Question boxes (so children can ask questions privately)

**Ground rules are always in place so that children feel safe and respected.**

## Reassurance for Parents

We know that families come with different experiences, beliefs and questions. Our approach is:-

**Inclusive:** every child should feel seen and respected.

**Factual and sensitive:** we avoid shock, judgement or unnecessary detail.

**Safeguarding-led:** if a child shares something that suggests they are at risk we follow safeguarding procedures.

If a child asks a question that isn't suitable for the whole class, we may respond in one or more of the following ways:-

- Acknowledge it
- Explain we'll answer privately at a later time
- Encourage them to speak with a trusted adult

**We aim to be calm, clear and consistent so that children feel safe, not embarrassed**

## Your Role as Parents

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Always remember you are your child's most important teacher.

You can help by:-

- Keeping conversations open
- Answering questions honestly but simply
- Using correct names for body parts
- Reassuring them that changes are normal

**If you ever feel unsure, contact us, we can guide you with language or resources**

## Reassurance for Parents

When school and home work together, children feel more confident and less embarrassed.

If your child asks something tricky, it's okay to say:-  
“That’s a great question, let’s talk about it later.”

**You can always ask us if you want to know how we approach a topic.**

## Questions and Support

Thank you for taking the time to come to this information session today.





**3D PSHE**  
& Citizenship  
Dimensions Curriculum

Real Learning. Real Life. Real Change.

