

Relationships and Sex Education (RSE) Day It begins with me

Secondary age children

Ideas to make the most of RSE Day

This list of ideas is designed to inspire you to join in with RSE Day on 25th June 2026. RSE Day is a time to celebrate excellent Relationships, Sex and Health Education that promotes the wellbeing of, and safeguards, children and young people. Good quality RSHE needs to happen all year round, with a planned curriculum, in line with the DfE statutory framework, but 25th June is an opportunity to celebrate, raise awareness and share what you are doing with others.

This year the theme for RSE Day is 'It Begins With Me.' You will find ideas to support this theme in the list below.

Effective RSE is the responsibility of parents and schools, it is good practice to engage parents/carers in your plans for RSE Day and encourage involvement. If you are covering any elements of sex education on the day you should follow your usual policy and procedures regarding requests for withdrawal as applicable for your nation.

Remember to let us know what you are doing via our socials using **#RSEday** so we can find you! You can also share using our **Padlet**.

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1. Use the **RSE Day Assembly** to launch your celebration for this year. This year the theme is 'It begins with me.'
2. Provide the students with a set of **discussion cards**. Ask them to work in pairs or small groups to answer the various questions on self-esteem and friendship.
3. Rehearse and perform the RSE day song 'It begins with me', created by Nottingham children with help from Nottingham Music Service. Use the **PowerPoint** to teach your children the lyrics and tune. Share videos of your students singing via our **Padlet** or on your socials to be in our national RSE Day song video.
4. Use the **book review worksheet** to support students to choose a book they like which explores themes around identity, self-esteem, growth, courage, friendship and resilience. Ask the students to plan and record a short podcast where the guest speaks about why their chosen book is one they'd recommend.
5. Invite students to create a **vision board**. Ask students to look through magazines and select images and words that stand out to them. On the board the students should stick things to represent the goals they would like to achieve in the future. Keeping the board somewhere they can see it regularly will help them to focus on future dreams and to know what they want from life.
6. Provide materials to create **paper Mantra beads**. Ask the students to write on strips of paper with sentences about what makes them special and then roll the paper. Once the paper is rolled, the beads can be used to make necklaces, bracelets and banners or as fidget/stim items.
7. Show the students examples of **affirmation art** and talk about how positive words can contribute to good self-esteem. Provide a collection of words from magazines and newspapers. Students then create their own **positive words poetry collage** filled with positive affirmations and kind self-talk words.

8. Discuss the fact that when we know how to be kind to ourselves, it can be easier to be kind to others. Sometimes just receiving a kind word or two can make all the difference to someone's day. Invite the students to make **mini felt pocket hearts** to encourage others. These could be left in a public space, such a park bench or tucked in a library book for strangers to find.
9. Ask the students to reflect on ideas of self-care. What are some of the things that keep us well, both emotionally and physically? Talk about ways self-care can improve self-esteem. Ask the students to research and create an informative leaflet or **mini book** that focuses on self-care advice, such as getting enough sleep or eating balanced meals.
10. Organise skill-swap sessions where the students have an opportunity to teach each other something they excel at. This reciprocal learning experience allows students to celebrate their unique capabilities and build confidence. Provide time for positive feedback.
11. Create an individual or collective mural/collage that depicts a **gratitude tree**. Students can cut out leaf shapes to stick on the branches and write the different things they are thankful for, as well as the names of people that support them as the roots. Discuss how practicing gratitude plays a significant role in enhancing self-esteem and general wellbeing.
12. Use a number of different types of shoes as a hook for discussing the link between positive self-esteem and empathy for others. Talk about how we need to understand other people's experiences so that we can form more positive relationships. Give students a blank trainer outline and ask them to create a piece of artwork on **Walking in Someone Else's Shoes**.
13. Ask students to work in teams to complete a **self-esteem scavenger hunt**. Explain that they will need to work together to collect objects and reflect on the experience. Working as a team should foster a sense of belonging and positive self-esteem for all, though forged bonds and joined accomplishment.
14. Brainstorm the qualities that make a positive role model with the class. Ask the students to think about a role model they admire. It may be a celebrity, or even a parent, who displays inner qualities such as confidence, integrity, kindness or bravery. Say to students they will be creating a Hall of Fame to showcase icons and their positive qualities. Create **Pop Art-style portraits**, adding quotes in speech bubbles.
15. Talk to the students about community and ways we can contribute to positive wellbeing. Give the students a **list of ideas for supporting others** in the local community, such as a food bank collection or litter pick. Ask the students to create a short video clip about one way of helping out, encouraging viewers to do the same in their community.
16. Talk to the pupils about the need for asserting their right to say no in situations they feel uncomfortable with. Discuss the importance of healthy boundaries in relationships with others as a form of self-respect. Ask the students to act out **scenarios**, using sentence starters as prompts if needed. Encourage the students to think about body language, facial expression and tone of voice when role playing the characters.
17. In small groups, ask the students to think about ways they can become better allies to friends when they need support. Ask the students to read through the **forum posts** that show reasons why someone might be struggling with self-confidence. Invite the students to write a response to counteract each of these, reassuring and encouraging the other person with empathy.
18. Discuss how healthy relationships are deeply entwined with positive self-esteem. Give out copies of the **Healthy Relationship Wheel** and ask students to talk in pairs about what each section means. What positive examples of relationship behaviour can they think of? Students should then colour, draw and write examples in each section of the wheel.
19. Give the students sets of **relationship values cards**. Ask them to place them on a scale of 'not at all important' to 'very important'. Discuss the values the students have chosen as being the most or least important and why. Ask, 'Is it important that the other person in a relationship should share these values?' Students may wish to write their three most important values on the blank cards to keep as a reminder.
20. Say to the students that when we value ourselves it often means we make healthier choices around relationships and the way we interact with others. Invite the students to take part in the **Healthy Choices Quiz** to see how much they know about the topic of self-esteem and healthy relationships. Use the quiz to show the students that even celebrities sometimes struggle with confidence too. Encourage teams to spend time discussing their answers and praise them for effort whatever the score is at the end!

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