

# Relationships and Sex Education (RSE) in Primary Schools

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# Aim of the session

- To increase and update teachers' confidence and knowledge to support the delivery of relationships and sex education
- To familiarise teachers with the GHLL RSE Resource

What do **you** hope to achieve  
from this course?



Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up; relationships; sex; human sexuality; and sexual health

[www.sexeducationforum.org.uk](http://www.sexeducationforum.org.uk) 2015 Evidence briefing



RSE needs to be taught by willing and competent teachers. Young people have said RSE is best when teachers are confident, unembarrassed and able to teach correct biological facts, as well as explore relationship issues.

# Activity: Answering Awkward Questions

Individually note down a question that you dread being asked/have been asked

Fold your piece of paper and pass it three times

Open your new question and prepare to answer it using the words you would use in class

# Importance of Ground Rules



## Ground Rules for RSE

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*No one will be expected  
to answer a personal question*



*No one will be forced to take part in a  
discussion; everyone has the right to opt out*

*Only the correct names for  
body parts will be used*



*The meanings of words will be  
explained in a sensible and factual way*

*Everyone will listen and respect each other*

*Other people's secrets are  
not ours to share*





**RSE** aims to equip children and young people  
with the:  
**information, skills and values**

Which they will need to lead:  
**safe, fulfilling, enjoyable relationships**

And which will help them go on to:  
**take responsibility for their sexual  
health and wellbeing**

PSHE is currently a non-statutory subject, but...

...we were told, on 1<sup>st</sup> March 2017,

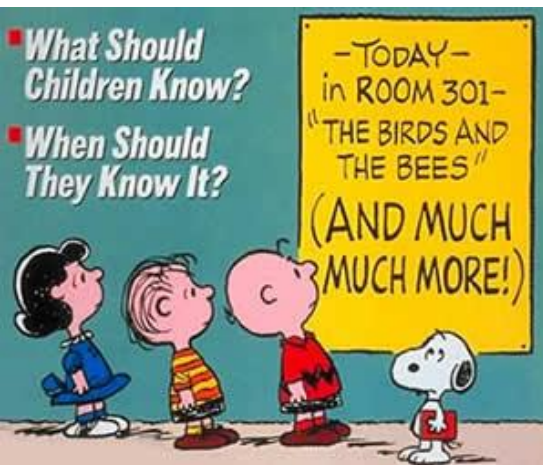
**“It’s time to celebrate!”**

# Statutory Requirements

2.1 Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life

2.5 All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.



Page 6,

National Curriculum Document 2014

# RSE covered in KS1 National Curriculum

## Year 1

(statutory requirements)

### Animals, including humans

- ▶ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

## Year 2

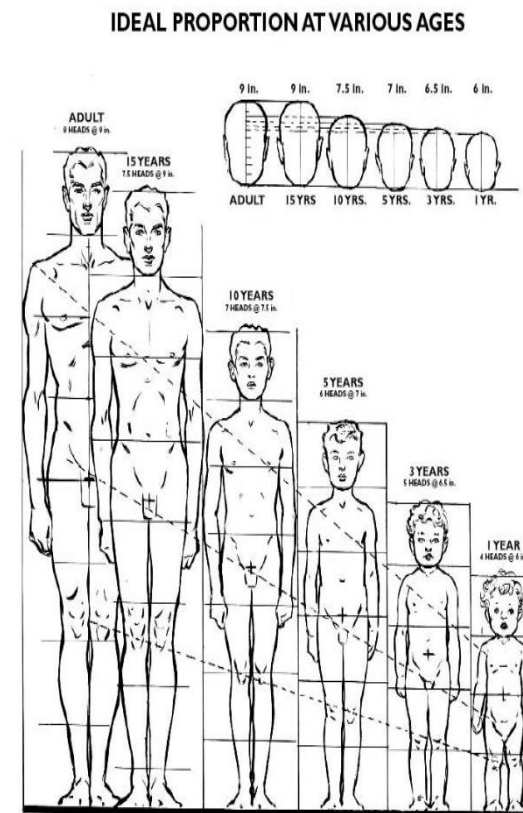
(statutory requirements)

### Animals, including humans

notice that animals, including humans, have offspring which grow into adults  
find out about and describe the basic needs of animals, including humans,  
for survival (water, food and air)

describe the importance for humans of exercise, eating the right amounts  
of different types of food, and hygiene





# RSE covered in KS2 National Curriculum

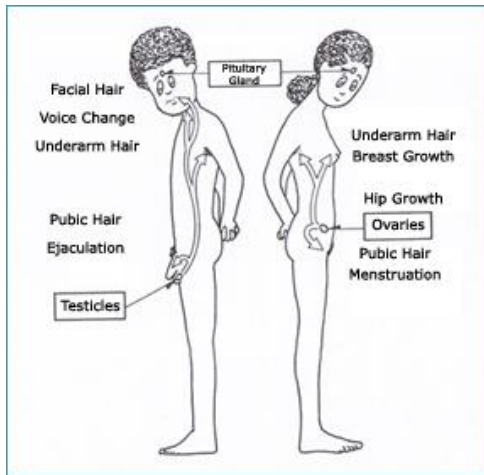
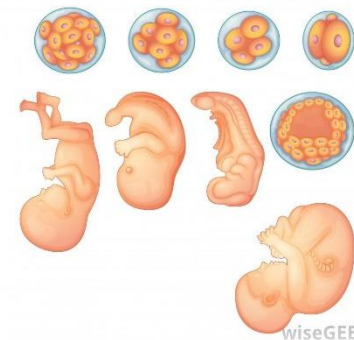
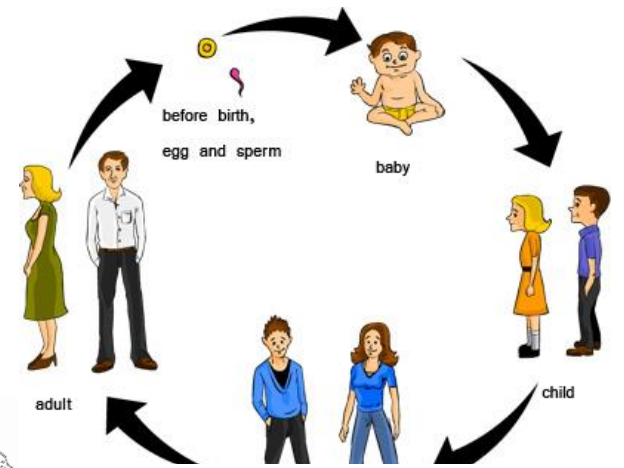
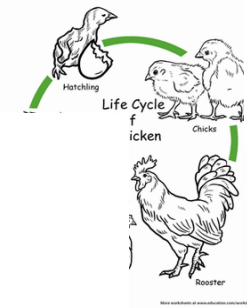
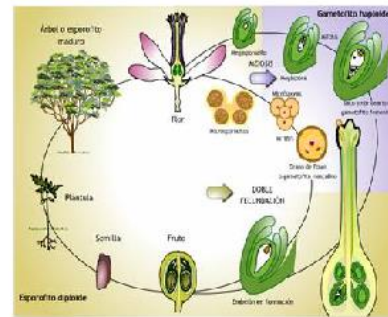
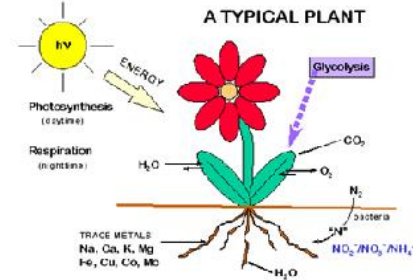
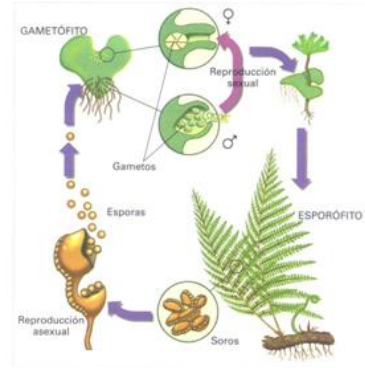
## Year 5

(statutory requirements)

### Animals, including humans

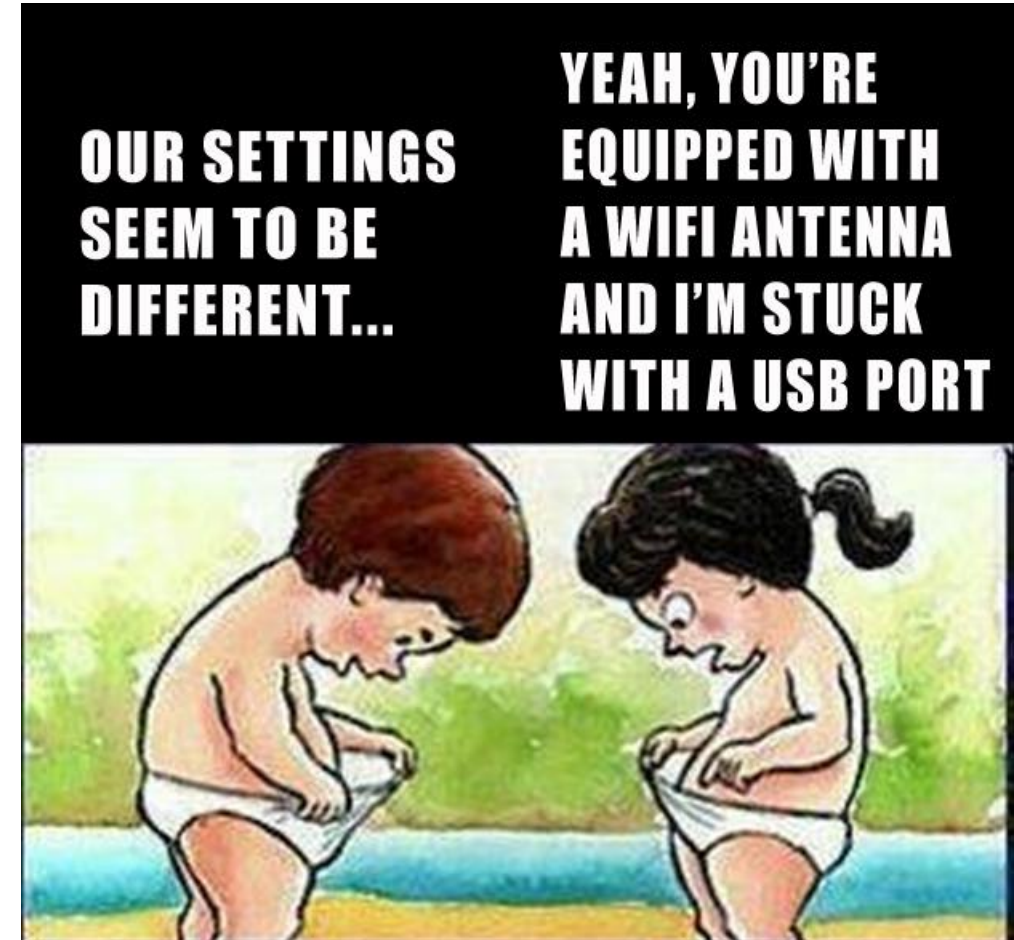
- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function







- ▶ According to the DfE guidance of 2000, this must be engaging at all times.
- ▶ Parents/Carers have the right to withdraw their children from any RSE provision beyond that which is set down in the National Curriculum.



# Safeguarding

## Keeping Children Safe Document

- ▶ “Governing bodies and proprietors should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE), and/or (for maintained schools and colleges) through sex and relationship education (SRE).”
- ▶ These topics should be needs-based education depending on your setting but may include topics like LGBT education (different families, same love - Stonewall), FGM, internet safety in terms of pornography, etc.

# Year 2 Lesson 1

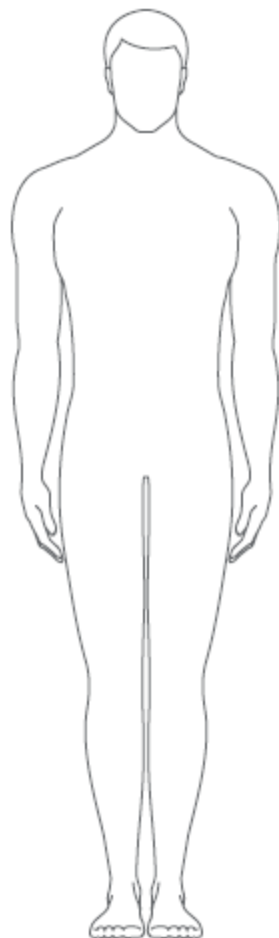
## Year Two: Lesson 1 Activity 1 & 2 - Body Outlines



Female



Male



Eyes	Back	Mouth	Penis
Stomach (tummy)	Elbow	Nose	Knee
Vulva	Hips	Hands	Neck
	Ankle	Chest	Fingers
	Wrist	Toes	Head
	Shoulders	Breasts	Thigh

Year Two: Lesson 1  
Activity 2 - Names of Body Parts



# Appropriate Language

breasts  
scrotum shin  
vulva shoulder  
bottom knee neck waist  
anus back head  
thigh hair button arms  
fingers chest hips  
penis ribs tummy nose  
hand nipple wrist  
teeth thumb leg  
mouth  
ears  
elbow  
ankle  
**toes**  
hip heel tongue  
cheeks



# Sexual Offences Act 2003

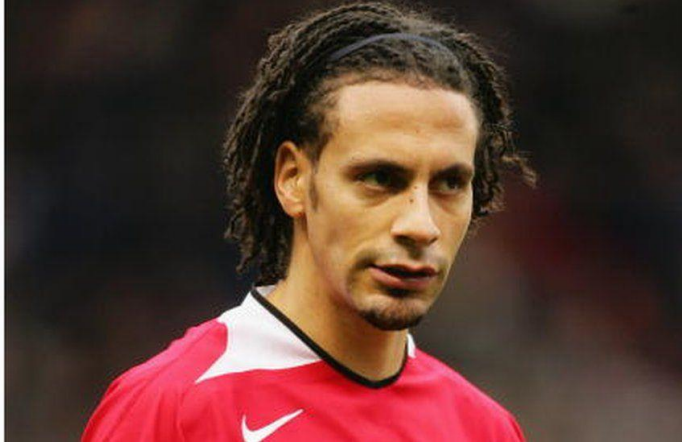
The Act states that a person is not guilty of aiding, abetting or counselling a sexual offence against a child where they are acting for the purposes of:

- protecting a child from pregnancy or STIs,
- protecting the physical safety of a child,
- promoting a child's emotional well-being by giving of advice.

Coffee Break



# The fathers ...





# The mothers...



# RSE Policy Writing



RELATIONSHIPS  
& SEX EDUCATION

## Guidance in Drawing up a Policy for RSE

To be truly effective a policy needs to be relevant to the needs of the individual school adopting it

### 1. Introduction

Consultation has taken place

Who has been consulted and how?

How the policy will be disseminated to schools community:

e.g. email, available on website, discussed with pupils

### 2. Rationale

What is the aim of RSE?

e.g. to promote pupils' spiritual, moral, social and cultural development and to prepare all pupils for the opportunities, responsibilities and experiences of life.

What is RSE?

See National Guidance on RSE for definition

What are the elements of RSE?

e.g. knowledge and understanding, attitudes and values, personal and social skills

What is the school's approach to RSE?

How is RSE taught in your school? E.g. through annual RSE modules as part of planned PSHE programme; in line with National Curriculum Science Programme of Study; with the support of external agencies, etc

### 3. Equal Opportunities

What is the school's approach to equal opportunities?

e.g. The school strongly believes that all pupils should have access to RSE that is relevant to their particular needs.

How does your school cater for the following needs?

- The needs of boys as well as girls
- Ethnic and cultural diversity
- Varying home backgrounds
- Sexuality
- Special educational needs

### 4. A Whole School Approach

How are the following people involved in RSE provision in your school?

- Teaching staff e.g. delivering the PSHE curriculum
- Non-teaching staff e.g. pastoral care
- Governors e.g. responsible for school policies
- Parents/carers e.g. their right to have access to RSE curriculum information; their right to withdraw pupils from RSE lessons
- Outside agencies e.g. school nurse involvement
- Pupils, e.g. voice through questionnaires, conferencing, etc



RELATIONSHIPS  
& SEX EDUCATION



## Guidance in Drawing up a Policy for RSE (CONTINUED)

### 5. The Teaching of RSE

The RSE Curriculum

- What will the pupils learn by the end of Key Stage 1? E.g. names of external body parts
- What will the pupils learn by the end of Key Stage 2? E.g. the physical changes that take place at puberty

How will the class be organised?

e.g. by the class teacher, mixed sex classes, single gender groups

Ground Rules

- Who will set the ground rules? E.g. pupils
- What will the ground rules include? E.g. confidentiality, respect

Pupil Questions

- How will staff deal with difficult questions? E.g. question boxes in classroom, Q/A time at end of session

### 6. Confidentiality

Dealing with Disclosures

- Refer to your school's Safeguarding Policy

### 7. Monitoring and Reviewing

Monitoring

- Who will monitor the implementation of the policy?
- How will the policy be monitored?
- How do you make everyone in the community aware of the policy and their role in implementing it?

Reviewing

- How will the policy be reviewed?
- Who will review the policy?
- How often will the policy be reviewed?



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# Pink Curriculum Links



## Pink Curriculum Links

### Reception

- People who help us
- Taking responsibility
- Understanding adult responsibility
- Qualities of a good friend
- How I am special
- Brushing our teeth
- Keeping ourselves clean
- Parts of the body
- Exploring how each of us is unique
- Personal hygiene
- Understanding our basic needs



### Year 1 and 2

- Speaking about our feelings
- Keeping ourselves safe
- Understanding who takes care of us
- Knowing what private means
- Exploring different relationships
- Understanding parental responsibility
- Understanding personal responsibility
- Positive touch
- Growing up
- Naming parts of the body
- Exploring gender differences
- Understanding that humans produce babies
- Developing resilience
- Keeping clean
- Being unique and special

### Year 3 and 4

- Identifying who we can speak to about our feelings
- Exploring gender differences
- Understanding physical changes and managing them
- Making ourselves feel happy
- Keeping clean
- Developing resilience
- Being unique and special
- Exploring parental responsibility
- Understanding different relationships (parents, friends, teachers, etc)
- Different types of love
- Love and trust within marriage and established relationships
- Positive touch
- Understanding healthy/unhealthy relationships



### Year 5 and 6

- Stages in the human lifecycle
- How babies are made
- Changes in puberty
- Managing feelings
- Knowing names, and functions, of male and female reproduction
- Exploring gender differences
- Keeping clean
- Developing resistance
- Understanding self-worth
- Exploring media influences
- Body Image
- Understanding healthy/unhealthy relationships
- Exploring how behaviours affect our feelings
- Understanding changes in relationships (parents, boyfriend/girlfriend, etc)
- Appropriate touch
- Peer pressure



# Book List and Websites

## Book List and Websites

These books are mentioned in the plans.  
They are only suggestions and you may already have books in school that serve the same purpose.

### Reception

'How Do I Eat It?' Shigeo Watanabe

'Time To Get Out Of The Bath, Shirley' John Burningham

'The Bath Monster' Colin Boyd (Author), Tony Ross (Illustrator)

'Jojo Needs A Bath' Sujatha Lalgudi



### Year One

'The Very Hungry Caterpillar' Eric Carle

### Year Two

'Amazing You' Dr Gail Saltz

'How Are Babies Made?' Alastair Smith

### Year 5

'Mummy Laid An Egg' Babette Cole

'Hair In Funny Places' Babette Cole

'Where Willy Went...' Nicolas Allan

### Other Useful books

'Nutmeg Gets Adopted' Judith Foxon and Sarah Rawlings

'Where Do Babies Come From?' Katie Daynes

'Let's Talk About Where Babies Come From' Robie Harris

'Let's Talk: About Girls, Boys, Babies, Bodies, Families and Friends' Robie Harris

'What's Happening To Me?' (Girls' Edition) Susan Meredith

'What's Happening To Me?' (Boys' Edition) Alex Frith

'Made With Love: How Babies Are Made' Kate Petty

'Understanding The Facts Of Life' Susan Meredith and Robyn Gee

'Growing Up For Girls' Felicity Brooks

'Growing Up For Boys' Alex Frith and Kate Sutton

Other suggested texts to open discussions and understanding in relation to differences in families can be found at

<http://www.bishopg.ac.uk/Documents/Family%20Diversity%20Reading%20Resource.pdf>

## Useful Websites

[www.ghll.org.uk](http://www.ghll.org.uk)

<http://www.bbc.co.uk/education/topics/z3xxsbk/resources/1>

<http://www.e-bug.eu/>

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/underwear-rule-schools-teaching-resources/>

[http://www.stonewall.org.uk/sites/default/files/getting\\_started\\_toolkit\\_-\\_primary.pdf](http://www.stonewall.org.uk/sites/default/files/getting_started_toolkit_-_primary.pdf)

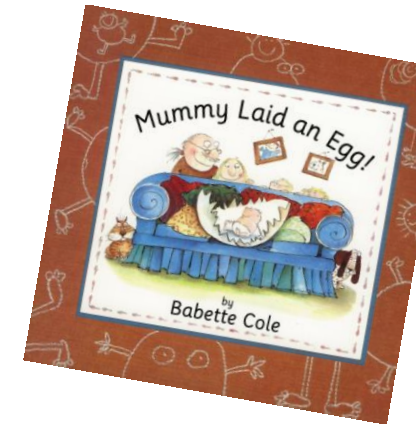
[https://www.thinkuknow.co.uk/5\\_7/](https://www.thinkuknow.co.uk/5_7/)  
[https://www.thinkuknow.co.uk/8\\_10/](https://www.thinkuknow.co.uk/8_10/)

<http://www.gscb.org.uk/i-work-with-children-young-people-and-parents/>

<https://www.pshe-association.org.uk/>

<http://www.sexeducationforum.org.uk/>

<https://www.gov.uk/government/organizations/public-health-england>



[GHLL Website Home Page](http://www.ghll.org.uk)





# HAIR in FUNNY PLACES

Babette Cole



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Living and Learning

# Sample Letters to Parents

Date \_\_\_\_\_

Dear Parents/Carers,

Every child is different and all children grow at different rates. It has come to my attention that some of our Year 4 girls are already quite mature and you may feel they would benefit from a talk about how our bodies change as we grow up.

The talk would be brief and factual and mainly deal with the procedures we have in place should your daughter start her periods whilst in Year 4 or early in Year 5.

You, as parents, are the best judges of when you feel your child is ready for this talk. For some girls this would really be too soon but for others it could be helpful at this time. If you have any questions or concerns, please do not hesitate to come and see me at any time.

The date for this talk will be \_\_\_\_\_

Kind regards,

PSHE Subject Lead

\_\_\_\_\_  
"GROWING UP" – YEAR 4 GIRLS

I give/do not give\* permission for my daughter.....

Yr Class..... to take part in the above talk.

Signed.....Parent/Carer

Dated.....

\*Please delete as necessary

# Planning Overview



## Planning Overview

### Reception

- Lesson 1: Responsibility
- Lesson 2: Growing Up
- Lesson 3: People Who Help Us
- Lesson 4: Keeping Ourselves Clean

### Year One

- Lesson 1: Changes - Life Cycles
- Lesson 2: Changes - The Human Life Cycle
- Lesson 3: Being Unique
- Lesson 4: Personal Hygiene

### Year Two

- Lesson 1: Similarities and Differences – Body Parts
- Lesson 2: Where Do Babies Come From?
- Lesson 3: Changes – Physical
- Lesson 4: Changes – Becoming Independent

### Year Three

- Lesson 1: Similarities and Differences – Reproductive Organs
- Lesson 2: Types of Love
- Lesson 3: Personal Hygiene – Hand Washing
- Lesson 4: Personal Hygiene – Infection

### Year Four

- Lesson 1: Changes – Life Cycle
- Lesson 2: Changes – Responsibilities
- Lesson 3: Personal Hygiene – Antibiotics
- Lesson 4: Challenging Stereotypes

### Year Five

- Lesson 1: Changes – Physical
- Lesson 2: Changes – Emotional
- Lesson 3: Personal Hygiene – Keeping Clean
- Lesson 4: Genetic Inheritance

### Year Six

- Lesson 1: Changes – Physical
- Lesson 2: Changes – Emotional
- Lesson 3: Life Cycle – Sexual Intercourse
- Lesson 4: Relationships
- Lesson 5: Birth and a New Baby





# Lesson Plan

## Year Two

### RELATIONSHIPS & SEX EDUCATION



#### Lesson 2: Where Do Babies Come From?

##### Learning Objectives

To understand that all living things originate from other living things

To understand that humans produce babies that grow into children and then into adults

##### Resources

###### Starter

Where do different living things come from?

Pictures to match, e.g. egg/chicken; seed/flower; tadpole/frog, etc



###### Activity 1

'Amazing You,' Dr Gail Cravath

'How Are Babies Made?' Alastair Smith.

##### Points to Note

Consider the circumstances of the children in the class when carrying out this lesson. Be mindful of children who are fostered/adopted/looked after, etc

Links to science curriculum KS1: They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

Preparation for next lesson: Next lesson the children will be looking at their milestones. Baby books/photographs may be needed to complete this activity, depending on your class circumstances.

Invite a mother and baby into the class to speak to children next session.

##### Key Vocabulary

Reproduction, growth



##### Starter Activity

Discuss with children where different living things come from e.g. flowers come from seeds, chicks from eggs, etc. Use resource pictures to promote discussion.

Show a picture of a human baby. Where does the baby come from?

##### Activity 1

Share the book 'Amazing You' with the class. Focus primarily on the latter part, 'Where babies come from.' Or share together the book 'How Babies are Made'

##### Activity 2

Worksheet: As above - starting activity. The children can cut out and match the flowers/seeds etc. They could annotate the pictures.

##### Plenary

Recap the fact that living things need a male and a female to reproduce. Human babies are made when an egg from the mother meets a sperm from a father. Babies grow inside the mother.



## Column 1:

Learning Objectives;

Resources;

Points to Note;

Key Vocabulary;

## Column 2:

Starter Activity;

Activity 1, 2, etc;

Plenary

# Resources

Year Two: Lesson Two  
Starter Activity - Where Do We Come From?



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Year Two: Lesson Two  
Starter Activity - Where Do We Come From?

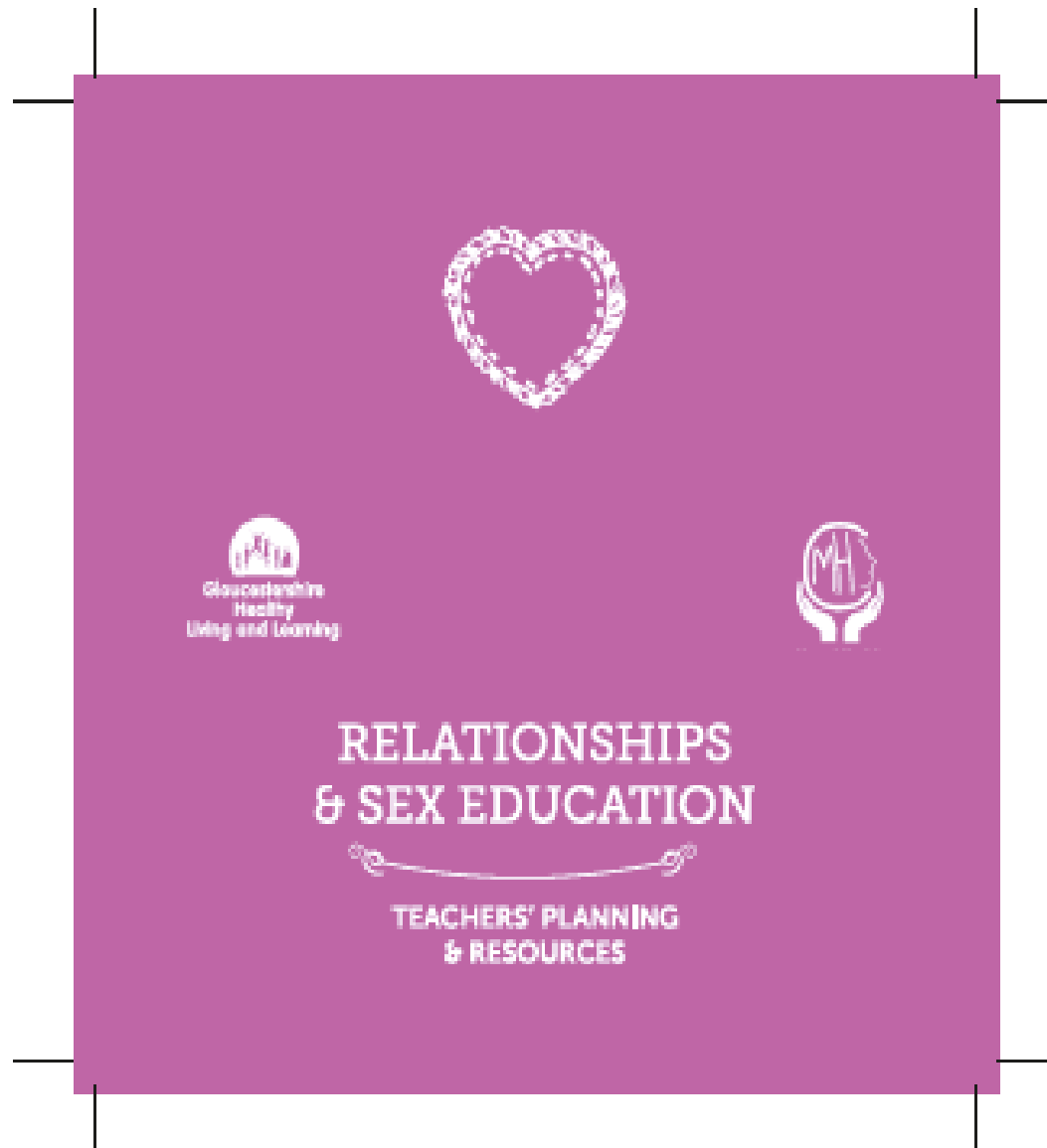


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# Resources





# Year 6 Lesson 4



# Resources



## Horrid Hands?

### Procedure

After the activity, write your results in the box provided using the guide below and see how far the microbes have spread!

What is the best way of washing hands to get rid of microbes?



Very Dirty



Dirty



A Bit Dirty



Clean

### My Observations

After washing (or not washing) and shaking hands

	Student 1	Student 2	Student 3	Student 4	Student 5
No wash (control)					
Cold Water					
Warm Water					
Warm Water and Soap					

- On the next page draw where you saw microbes after hand washing and shaking, for your group only.
- The method of hand washing (not control) that removed most microbes from the lead person was:  
☐ Cold Water    ☐ Warm Water    ☐ Warm Water and Soap
- The method of hand washing (not control) that removed fewest microbes from the lead person was:  
☐ Cold Water    ☐ Warm Water    ☐ Warm Water and Soap
- The method of hand washing which spread the most microbes along the line was:  
☐ Cold Water    ☐ Warm Water    ☐ Warm Water and Soap
- The method of hand washing which spread the fewest microbes along the line was?  
☐ Cold Water    ☐ Warm Water    ☐ Warm Water and Soap
- Draw a graph of how far the microbes spread for all four groups (including control).

### My Conclusions

- What is the best way of getting rid of microbes from our hands?  
 \_\_\_\_\_
- What difference does using soap make?  
 \_\_\_\_\_
- When should we wash our hands?  
 \_\_\_\_\_

**Fascinating Fact**  
80% of germs on the hand are found under the nails!



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## Lesson 4: Relationships

### Learning Objectives

To consider the need for trust and love in marriage and established relationships.

To consider different types of love

### Resources

Stonewall Resources: Same Love, Different Family [www.stonewall.org.uk](http://www.stonewall.org.uk)

### Activity 2

Copies of each of the nine family cards in the Stonewall Resource



### Points to Note

Consider the diversity of the family structures in your class

### Key vocabulary

Families, adoption, lesbian and gay relationships, wider family, brother, sister, step/half brother/sister, grandparents



### Starter Activity

Show the children a picture of a family as a male and female with two children (boy and girl). Ask the question Is this a family? Discuss.

Then show Stonewall poster: Same Love, Different Family. Discuss different family setups. What makes a family?

### Activity 1

Exploring what makes a healthy relationship, use a continuum line to answer these questions:

Is it OK to...

A. Lie to your friend? | B. Argue with your friend? | C. Always try and please your friend? | D. Carry on doing something, even though your friend says no | E. Expect your friend to do everything you ask them to do?

### Activity 2

Children can work together in pairs, or small groups, playing the Stonewall card games Involving building different families.

### Plenary

As a class, discuss how adults who are in love show each other how much they care for one another. How do they communicate their love (in verbal or non verbal ways).

Encourage the children to think about how adults express their love physically AND emotionally, e.g. cuddling, kissing, looking after each other when they are ill, listening to each other's problems, etc.

Make a list of the ways that adults can show commitment to each other e.g. setting up home, getting married, having a child, etc.

Ensure the children are aware that sexual activity is part of a loving relationship between adults, but not the only part of a loving relationship.

Did we cover the objectives  
generated at the beginning of the  
session?





# Miracle of Life

12.16 m

<https://m.youtube.com/watch?v=GZk4hT7ncv0>

4.34 m

[https://www.youtube.com/watch?v=GE\\_I186boUU](https://www.youtube.com/watch?v=GE_I186boUU)