Relationships and Sex Education (RSE) in Primary Schools

Delivered by Nicky Witcomb and Ella Curtis

GHLL lead teachers
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 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

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 1st March 2017,

“It’s time to celebrate!”
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.
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 Two: Lesson 1
Activity 1 & 2 - Body Outlines

Female

Mouth

Back

Penis

Eyes

Nose

Knee

Stomach (stomach)

Elbow

Hand

Vulva

Hips

Neck

Ankle

Chest

Fingers

Wrist

Toes

Head

Shoulders

Breasts

Thigh
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
hip heel tongue
checks
toes
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...
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 accepting 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.

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. 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/carer e.g. their right to have access to RSE curriculum information, their right to withdraw their pupils from RSE lessons
- Outside agencies e.g. school nurse involvement
- Pupils, e.g. voice through questionnaires, conferencing, etc.

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 schools 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?
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 marriages and established relationships
- Positive touch
- Understanding healthy/unsafe relationships

Year 5 and 6
- Stages in the human lifecycle
- How babies are made
- Changes in puberty
- Managing feelings
- Knowing names, and sanctions, of males and females in reproduction
- Exploring gender differences
- Keeping clean
- Developing resilience
- Understanding self-worth
- Exploring media influence
- Body image
- Understanding healthy/unsafe relationships
- Exploring how behaviour affects our feelings
- Understanding changes in relationships (parents, boyfriends/girlfriends, etc)
- Appropriate touch
- Peer pressure
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
'Show 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
'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 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%20Resources.pdf

Useful Websites
www.ghll.org.uk
http://www.bbc.co.uk/education/topics/z3xxsbk/resources/1
http://www.e-bug.eu/
https://www.thinkuknow.co.uk/5_7/
https://www.thinkuknow.co.uk/8_10/
https://www.pshe-association.org.uk/
http://www.sexeducationforum.org.uk/
https://www.gov.uk/government/organisations/public-health-england
Dear Parents/Careers,

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...

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

Signed..................................................Parent/Carer

Dated..........................................................

*Please delete as necessary
# Planning Overview

<table>
<thead>
<tr>
<th>Reception</th>
<th>Year Four</th>
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<tbody>
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<td>Lesson 1: Responsibility</td>
<td>Lesson 1: Changes – Life Cycle</td>
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<td>Lesson 2: Growing Up</td>
<td>Lesson 2: Changes – Responsibilities</td>
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<td>Lesson 3: People Who Help Us</td>
<td>Lesson 3: Personal Hygiene – Antibiotics</td>
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<tr>
<td>Lesson 4: Keeping Ourselves Clean</td>
<td>Lesson 4: Challenging Stereotypes</td>
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<tr>
<th>Year One</th>
<th>Year Five</th>
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<tbody>
<tr>
<td>Lesson 1: Changes – Life Cycles</td>
<td>Lesson 1: Changes – Physical</td>
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<td>Lesson 3: Being Unique</td>
<td>Lesson 3: Personal Hygiene – Keeping Clean</td>
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<td>Lesson 4: Personal Hygiene</td>
<td>Lesson 4: Genetic Inheritance</td>
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<th>Year Two</th>
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<td>Lesson 1: Similarities and Differences – Body Parts</td>
<td>Lesson 1: Changes – Physical</td>
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<td>Lesson 4: Changes – Becoming Independent</td>
<td>Lesson 4: Relationships</td>
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<thead>
<tr>
<th>Year Three</th>
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<td>Lesson 1: Similarities and Differences – Reproductive Organs</td>
<td>Lesson 5: Birth and a New Baby</td>
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<td>Lesson 2: Types of Love</td>
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<td>Lesson 3: Personal Hygiene – Hand Washing</td>
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<td>Lesson 4: Personal Hygiene – Infection</td>
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</tbody>
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Lesson Plan

Column 1:
Learning Objectives;
Resources;
Points to Note;
Key Vocabulary;

Column 2:
Starter Activity;
Activity 1, 2, etc;
Plenary

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, seedflower: tadpole/frog, etc.

Activity 1
Amazing You! by Gill Cowah
How Are Babies Made? by Alan 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 101: 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 recognize 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/photos may be needed to complete the activity, depending on your class circumstances.

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

Key Vocabulary:
Reproduction, growth.
Resources
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?

My Observations
After washing (or not washing) and shaking hands

<table>
<thead>
<tr>
<th>No wash (control)</th>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
<th>Student 4</th>
<th>Student 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cold Water</td>
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<tr>
<td>Warm Water</td>
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<tr>
<td>Warm Water and Soap</td>
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</tbody>
</table>

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

My Conclusions
1. What is the best way of getting rid of microbes from our hands?
2. What difference does using soap make?
3. When should we wash our hands?

For your week
80% of germs on the hand are found under the nails!

Gloucestershire
Healthy
Living and Learning
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

Activity 1
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, blended 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:

In ICT: 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.

Family
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 and non-verbal ways?
Encourage the children to think about how adults express their love physically and emotionally, e.g. cuddling, kissing, looking at 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_Il86boUU