

Relationships and Sex Education (RSE) in Primary Schools



Aim of the Session

- To increase parents' awareness and understanding of the content and delivery of Relationships and Sex Education (RSE) in a primary setting
- To familiarise parents with the age-appropriate RSE resources which will be used at Haresfield C of E Primary School

Church of England's Response to the New RSE Proposals

- Children want to be prepared for the opportunities, joys, challenges and responsibilities of being in relationships with other people. RSE must provide the understanding, vocabulary and strategies children need to keep themselves safe and to thrive within good relationships of all kinds. It should give children accurate information to equip them for life in the modern world and make sure they are not harmed or negatively influenced by unrealistic or dangerous materials and expectations.
- Our desire is for young people to flourish and to gain every opportunity to live fulfilled lives and RSE should teach about healthy relationships and lifestyle choices.
- In partnership with parents, schools have a vital role to play in the formation of our children. Taking that responsibility seriously means we are not prepared to leave their development to the distorted representations of sex and relationships that are just a few clicks away on their phones and computers, but will actively promote staying safe, developing healthy relationships, and protecting self-esteem and good mental health. That's what good RSE should aim, for as it contributes to an education that develops dignity and respect.

Safeguarding and PSHE Leads at Haresfield School

- ▶ Designated Safeguarding Lead (DSL):
Mrs Bacon
- ▶ Deputy Safeguarding lead - Mr Cooksley
- ▶ PSHE lead: Mrs Bacon

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

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





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.

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

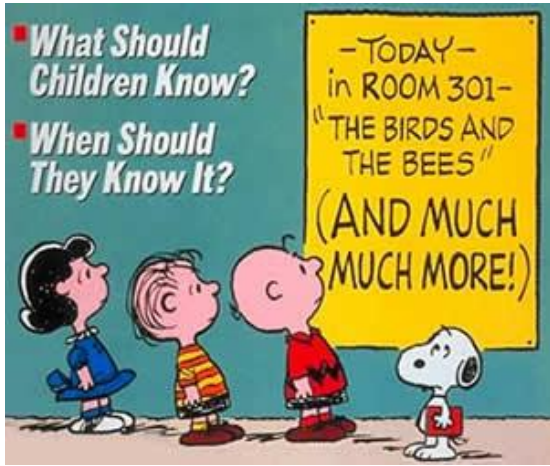


Everyone will listen and respect each other



Other people's secrets are not ours to share





Statutory Requirements

.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.

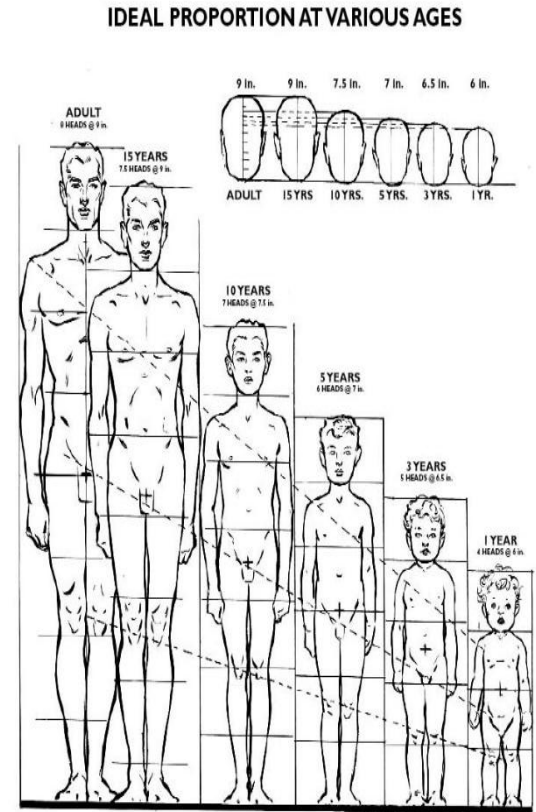
Year 2

(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

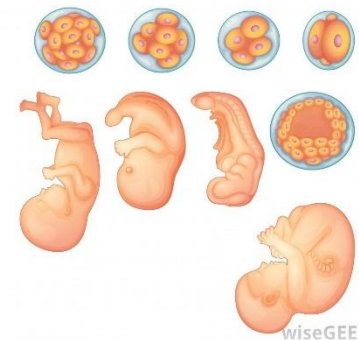
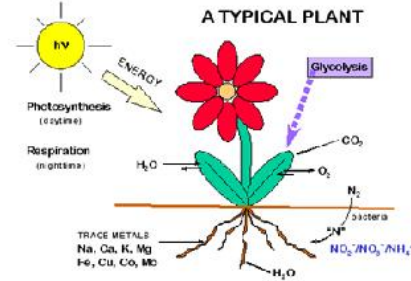
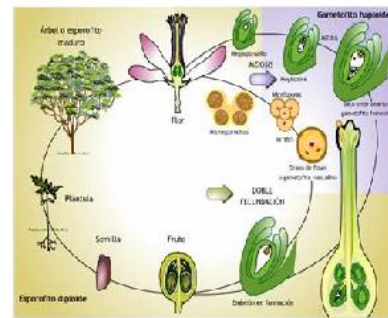
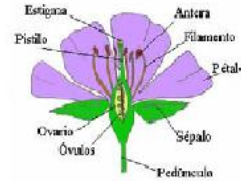
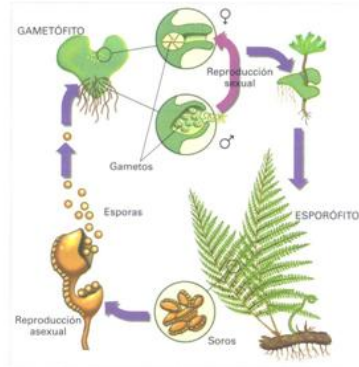
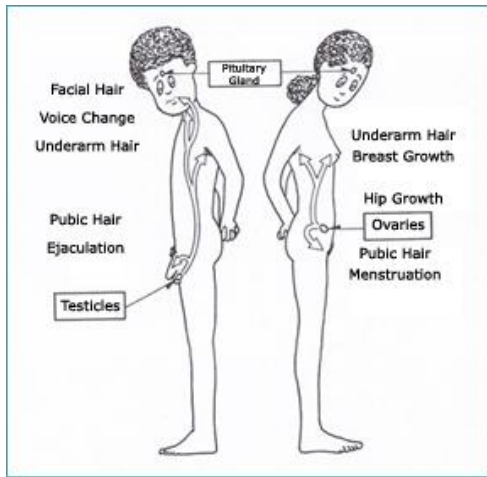
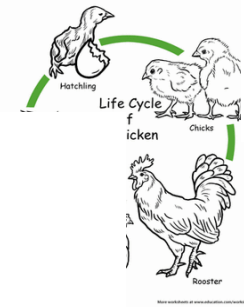
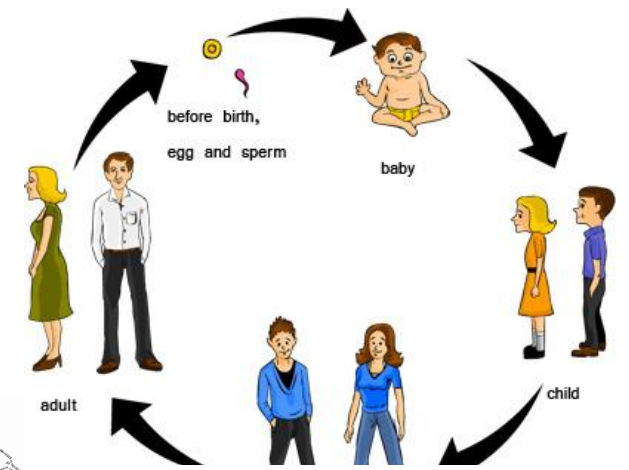
Year 5

(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





**OUR SETTINGS
SEEM TO BE
DIFFERENT...**

**YEAH, YOU'RE
EQUIPPED WITH
A WIFI ANTENNA
AND I'M STUCK
WITH A USB PORT**



Safeguarding

Keeping Children Safe Document

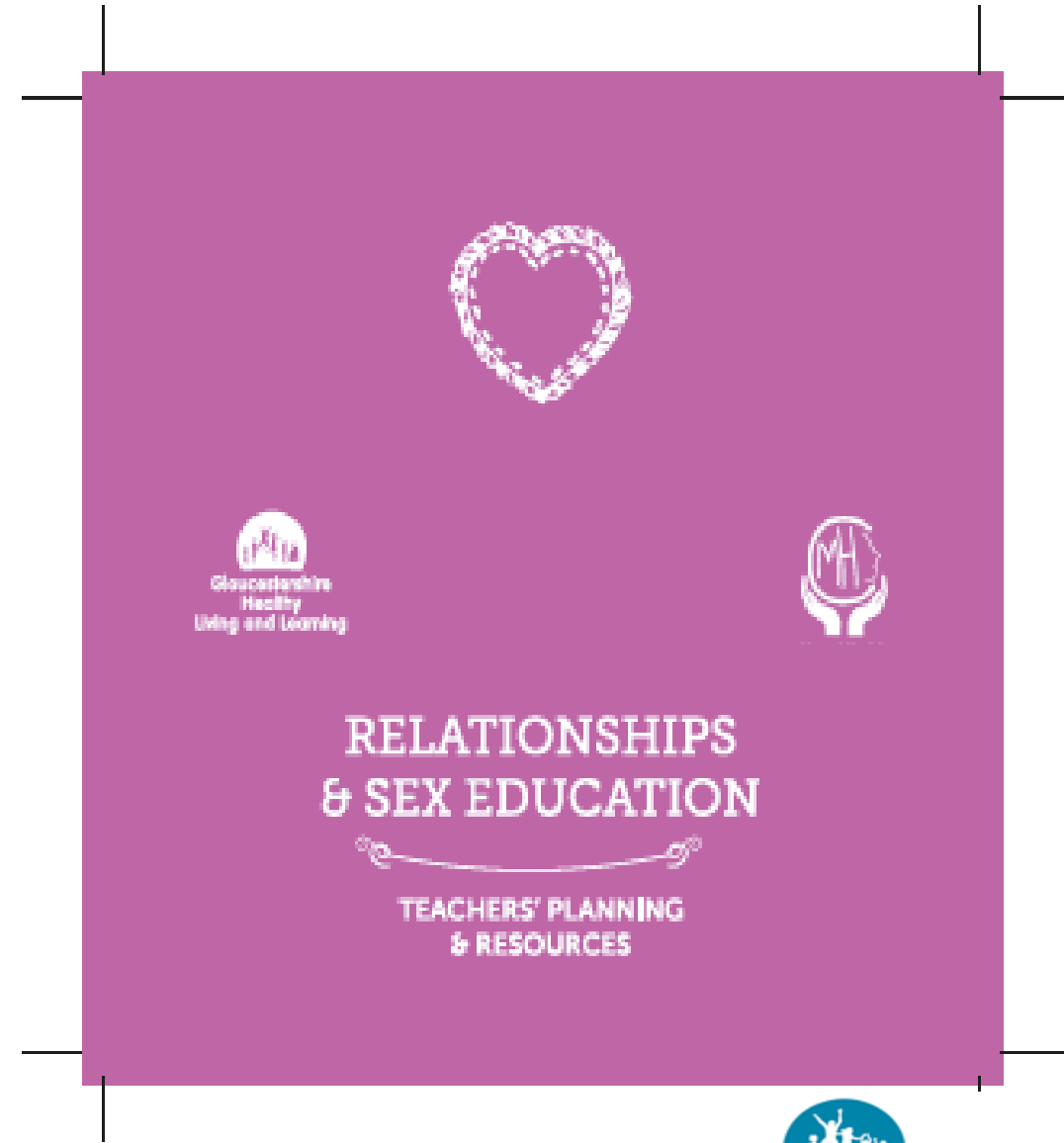
- ▶ “Governing bodies and proprietors should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic 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.



Appropriate Language



Resources



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



Resources

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



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



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					

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 lead person was:
 Cold Water Warm Water Warm Water and Soap
3. The method of hand washing (not control) that removed fewest microbes from the lead 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?

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



Gloucestershire
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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.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

https://www.thinkuknow.co.uk/5_7/

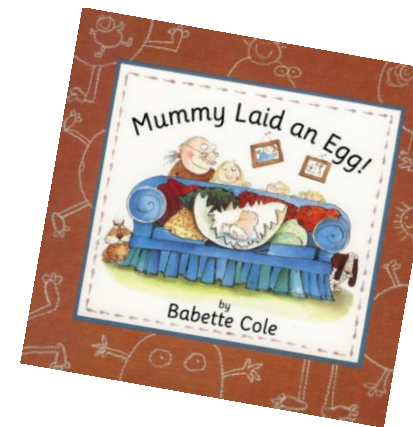
https://www.thinkuknow.co.uk/8_10/

<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)


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