



# Delivering effective Relationships and Sex Education



# Why is RSE and PSHE important?

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”  
(DfE, 2019, Relationships Education, Relationships and Sex Education and Health Education)

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, like all primary schools across the country, we will be teaching Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. But above all else our content will be delivered in an age-appropriate way

# RSE: Relationships and Sex Education

**Relationships Education** and **Health Education** are statutory requirements and **MUST** be taught.

As outlined within the current guidance, the teaching of Sex Education is not a statutory requirement for primary aged children. However, The Department for Education 'continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils'

At Elkesley, we already teach sex education (which goes beyond the existing national curriculum for science) including content on human development, including reproduction.

In the modern world, children can become more exposed to representations of sex and sexuality through unregulated internet and social media platforms which could mean that they have access to dangerous, scary and confusing content. **As a result of this, we feel it is important that we offer a sex education programme within our PSHE curriculum which is appropriate to the needs of our children and tailored to the age, physical and emotional maturity of our children to address these issues.**

# Ground Rules

When discussing, we are:

**R** - Respectful

**O** – Open

**C** – Confidential

**K** - Kind



**What would you expect to be covered as part of RSE in primary schools?**





## Four main topics



Growing  
up



Our  
bodies



Keeping  
safe



Relation-  
ships and  
family life

# Why is RSE important?

Children:

- Develop confidence in talking, listening and thinking about feelings and relationships.
- Are able to name parts of the body and describe how the body works.
- Have the skills, language and confidence to protect themselves.
- Are prepared for puberty.
- Are tolerant of others

# Our Curriculum

	Families and relationships		Health and wellbeing	
	<u>Cycle A</u>	<u>Cycle B</u>	<u>Cycle A</u>	<u>Cycle B</u>
<b>1</b>	Introductory lesson: Setting ground rules and signposting*	Introductory lesson: Setting ground rules and signposting*	My healthy diary	My healthy diary
<b>2</b>	Friendship issues and bullying*	Friendship issues and bullying*	Diet and dental health	Looking after our teeth
<b>3</b>	The effects of bullying and the responsibility of the bystander	Healthy families	Relaxation - stretches	Relaxation - visualisation
<b>4</b>	Stereotyping - Gender*	Stereotyping - Gender*	Wonderful me	Meaning and purpose - my role
<b>5</b>	Stereotyping - Age/disability*	Stereotyping - Age/disability*	My superpowers	Resilience: breaking down problems
<b>6</b>	Healthy friendships - boundaries	How my behaviour affects others	Celebrating mistakes	Emotions
<b>7</b>	Learning who to trust	Effective communication to support relationships	My happiness	Mental health
<b>8</b>	Respecting differences*	Respect and manners		

We follow a Mixed Age scheme over a two year cycle which covers all topics at the appropriate level.

**Kapow Primary** Pri

Art and design    Computing    French    Music    Design and

STAGE	UNITS
Key Stage 1 >	<b>YEAR 1/2 CYCLE A</b>
Mixed-age Year 1/2 >	<a href="#">Y1/2: Families and relationships (Cycle A)</a> >
Lower KS2 >	Y1/2: Health and wellbeing (Cycle A) >
Mixed-age Year 3/4 >	Y1/2: Safety and the changing body (Cycle A) >
Upper KS2 >	Y1/2: Citizenship (Cycle A) >
Mixed-age Year 5/6 >	Y1/2 Economic wellbeing (Cycle A) >
Essential subject materials >	Y1/2: Transition (Cycle A) >

# Example Lesson: Year 2 Lesson 4



RSE & PSHE > Key Stage 1 > Safety and the changing body > Lesson 4:  
**Appropriate contact: My private parts**

Learning Objectives	Before the lesson
<ul style="list-style-type: none"> <li>To begin to understand the concept of privacy and the correct vocabulary for body parts</li> <li>I understand what 'private' means</li> <li>I can name parts of the body</li> <li>I can name the private parts of my body correctly</li> </ul>	<p><b>Have ready</b></p> <ul style="list-style-type: none"> <li>Link: NSPCC video: 'Pantosaurus'</li> </ul> <p><b>Print</b></p> <ul style="list-style-type: none"> <li>Activity: Body parts x1 per pupil</li> <li>Activity: Body parts word bank A company that looks after your money and gives you money loans that you have to pay back... for pupils requiring extra support.</li> </ul>
Attention grabber	
<p>Sing the song 'heads, shoulders, knees and toes' with the children.</p> <p>Go on to point to other parts of your body and ask the children to name them. Keep this activity quick and fun and focus on the ones children will know (not the <a href="#">private</a> Something personal or secret. parts) e.g. <a href="#">arm</a> The limb that is connected to the shoulder., <a href="#">leg</a> The limb that is attached to our hip., hand, wrist, neck, head, <a href="#">knee</a> The joint that connects the thigh bone (femur) to the shin bone (tibia)...., <a href="#">foot</a> The extremity that is attached to our leg and toes., <a href="#">ankle</a> The joint that attaches our foot to our leg..</p> <p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>What are the names of some of the parts of our body?</li> </ul>	

**Main event**

Explain that we are going to be learning about parts of the body. Give out the *Body parts* activity sheets (see *Differentiation*) and ask the children to label the body parts indicated.

Move on to explain that in these pictures, and probably most pictures we see, some parts of the body are covered and these are sometimes called [private](#) Something personal or secret. parts.

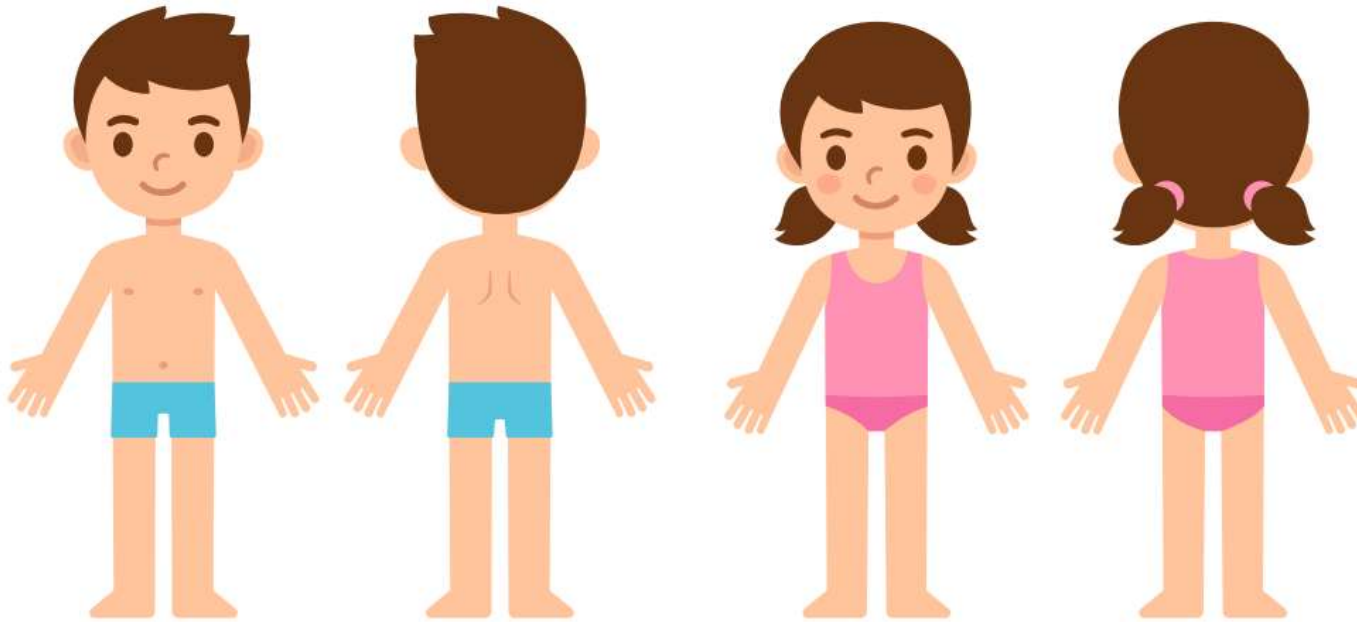
What does the word private mean? (Something we don't show to anyone or tell people about unless we want to).

Go on to explain that although we keep our private parts covered they are still parts of our body and nothing to be embarrassed about. Like all the other parts of our body these parts have names.

Explain that the children might have names they use to refer to these areas at home but at school they are going to [learn](#) To gain an understanding of new things. the proper names. Unlike the other parts we have looked at so far these parts are different on a boy and girl. Using the images from the *Activity: Body parts* resource, point to the parts of the bodies covered by pants and explain that a girl's private part is called a [vulva](#) The external female sex organ. and a boy's, a [penis](#) The male external sex organ.. Then ask them to return to their own *Body parts* activity sheet and label these parts.

**Reinforce** To strengthen or support a pre-existing idea. the names of the parts with children and explain if they ever have a [problem](#) A difficult situation that needs to be resolved or overcome. with those parts it will help them tell someone about it if they know the correct names for them.

# Example Lesson: Year 2 Lesson 4 resource:



Head      Neck      Hand      Arm      Leg      Foot      Eye  
Ear      Nose      Mouth      Back      Penis      Vulva

# Example Lesson: Year 5 Lesson 5

## Attention grabber

Start the lesson with a 'Draw and write' activity. You could get the children to complete this task before the lesson, allowing you to adapt the lesson according to the results of the activity.

Explain to the children that you will read out some statements and they will draw or write their responses on a piece of paper. Emphasise that this is an individual activity and there is no right or wrong answer. The [exercise](#) Movement of the body for purposes of health and fitness. is only to find out what the children know about growing up.

**Statement 1** – A boy and girl aged about 13 are [walking](#) Travelling from one place to another using your feet in a steady, regular rhythm.... down the [road](#) The space used for cars, lorries, motorbikes and bicycles to travel..... Draw a picture of the boy and the girl.

**Statement 2** – The boy and girl are talking about change. Draw or write some differences you could see in the boy and girl from when they were younger.

**Statement 3** – Changes can't always be seen, draw or write some other changes the boy and girl might be experiencing.

Make sure each child writes their name on their paper. Collect the papers in. The children's responses will help you to plan subsequent lessons.

### Key question

- What do we know about growing up?

## Main event

Recap the rules children came up with for these lessons. Give the opportunity to add any more rules the children want.

Ask the children what the word 'puberty' means. During this lesson, the focus will be on the [physical](#) A physical activity includes doing something that requires someone to move their body.... changes of [puberty](#) The physical and emotional changes of a child becoming an adult..... Some of these changes will be external and things we can see. Other changes will happen inside our bodies.

Display *Pupil video: Puberty* (whichever version you have chosen to use), which looks at the external parts of girls' and boys' bodies and changes that happen during puberty.

The children will now work in pairs to complete the *Activity: Male and female external body parts*. For some children, this activity will be revision.

Use the *Activity: Male and female external body parts: answers* to go through the answers as a class.

Ask the class what parts of the body will change as we grow into adults.

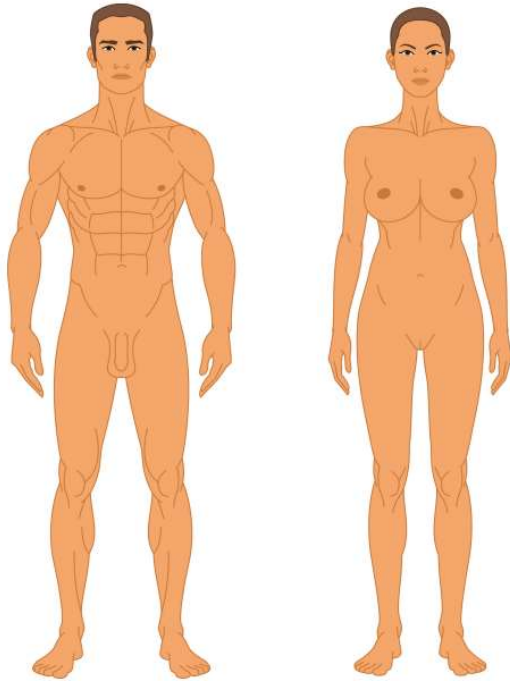
Recap the changes seen in the *Pupil video: Puberty* (breast development, hair growth, size of [penis](#) The male external sex organ. and [testicles](#) Produce sperm and male sex hormones.). Make it clear to the children that these changes happen over time and at different times for different people. Also talk about the diagrams and explain that children will not look exactly like the diagrams, as everyone is different and this is totally normal.

Explain that we are now going to look at internal body parts.


Hand out the *Activity: Male internal body parts*. Ask the children to work individually to label the body parts using the words given on the sheet. Go over the answers as a class and correct any misconceptions.

Now hand out the *Activity: Female internal body parts (including or excluding the [clitoris](#) The sensitive part of female genitals which is located above the urethra...)*. Get the children to look first at the top diagram. Explain that these are external parts but they are not easy to see as they are between a female's legs and are hidden by folds of skin called the [labia](#) The folds of skin on the external female genitals (vulva).. [Reinforce](#) To strengthen or support a pre-existing

# Example Lesson: Year 5 Lesson 5 resource:



Penis	Breasts	Nipples
Scrotum/Testicles	Vulva	



If you have any questions,  
please feel free to contact Mr Marsh (RSE Lead):

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If you wish to see learning resources, all are  
available to share.