

# PSHE: Teaching of Relationships and Sex Education (RSE) in Primary Schools

PARENT WORKSHOP: Tuesday 2<sup>nd</sup> July





## Aims for this session

- To explore the importance of RSE within School
- To understand how RSE can develop pupils' skills and knowledge of healthy relationships in an age appropriate context
- To provide an overview of the progression of RSE throughout the curriculum
- To help parents access relevant information and support in their role as RSE educators
- Develop parents' confidence, sensitivity and skills in relation to their children's relationship and sex education.

# Why is RSE in schools important?

High quality RSE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life.

Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.



# Why is RSE in schools important?

A comprehensive programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

The DFE recommends that all primary schools should have a sex and relationship education programme tailored to the age and the physical and emotional maturity of the children.



# Why is RSE in schools important?

- Develops children's acceptable vocabulary for communication about their bodies, understand personal safety and hygiene and build positive attitudes
- Provides children with access to correct information about their bodies and those of the opposite sex
- Provides children with age appropriate knowledge about the process of human reproduction
- Enables children to acquire skills and attitudes about loving and stable relationships



# Rationale for teaching correct terminology

- As part of a high quality provision for teaching RSE, teachers will always use correct terminology when teaching about reproductive organs or reference to genitalia.
- Lessons which are planned will be age appropriate, based on guidance from the Dfe and PSHE association.



# Rationale for teaching correct terminology

- Children need to learn the correct biological/medical names for the genitalia and reproductive organs in order to have the right language to describe the private parts of their body accurately and support their understanding of the human body.
- Younger pupils should learn the correct terminology used to label body parts and that their body belongs to them. This is a key element in a school's approach to ensuring that children learn about the differences between boys and girls.



# Rationale for teaching correct terminology

- From upper key stage 2, being open and honest about the words for genitalia will support children's understanding of changes to the body during puberty, reproduction in the context of relationships and explore the process of conception and pregnancy in order to make informed decision about their personal relationships as they grow older.
- A comprehensive programme of RSE also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.





# Progression of RSE units

Year 1	<ul style="list-style-type: none"><li>➤ Understand importance of hygiene</li><li>➤ Introducing concept of growing and changing</li></ul>
Year 2	<ul style="list-style-type: none"><li>➤ Introduce gender stereotypes</li><li>➤ Identify male/female differences</li><li>➤ Name body parts</li></ul>
Year 3	<ul style="list-style-type: none"><li>➤ Explore differences between male/female body parts</li><li>➤ Understand concept of touch/personal space</li><li>➤ Explore different types of families</li></ul>
Year 4	<ul style="list-style-type: none"><li>➤ Explore human lifecycle</li><li>➤ Explore puberty</li><li>➤ Understand link between puberty/reproduction</li></ul>
Year 5	<ul style="list-style-type: none"><li>➤ Explore emotional/physical changes during puberty</li><li>➤ Understand how puberty affects reproductive organs</li><li>➤ Describe managing physical/emotional changes and hygiene</li></ul>
Year 6	<ul style="list-style-type: none"><li>➤ Consider puberty and reproduction</li><li>➤ Describe how bodies change in preparation for reproduction</li><li>➤ Consider different types of adult relationships</li><li>➤ Explore process of conception and pregnancy</li></ul>

# Progression of RSE – Year 1

## PSHE

### Programme of Study Core Theme 1: Health and Wellbeing

- the importance of and how to maintain personal hygiene
- about the process of growing from young to old and how people's needs change
- the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls
- about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them

### Learning Intentions and Learning Outcomes

#### Learning Intention

To understand some basic hygiene principles

#### Learning Outcomes

Know how to keep clean and look after oneself

#### Learning Intention

To introduce the concept of growing and changing

#### Learning Outcomes

Understand that babies become children and then adults

Know the differences between boy and girl babies

#### Learning Intention

To explore different types of families and who to ask for help

#### Learning Outcomes

Know there are different types of families

Know which people we can ask for help

# Progression of RSE – Year 2

## **PSHE Programme of Study Core Theme 1: Health and Wellbeing**

- about the process of growing from young to old and how people's needs change
- the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls

## **Science Attainment Targets**

- notice that animals, including humans, have offspring which grow into adults

## **Learning Intentions and Learning Outcomes**

### **Learning Intention**

To introduce the concept of male and female and gender stereotypes  
To identify differences between males and females

### **Learning Outcomes**

Understand that some people have fixed ideas about what boys and girls can do

Describe the difference between male and female babies

### **Learning Intention**

To explore some of the differences between males and females and to understand how this is part of the lifecycle

### **Learning Outcomes**

Describe some differences between male and female animals

Understand that making a new life needs a male and a female

### **Learning Intention**

To focus on sexual difference and name body parts

### **Learning Outcomes**

Describe the physical differences between males and females

Name the male and female body parts

# Progression of RSE – Year 3

## PSHE

### Programme of Study

#### Core Theme 1:

#### Health and Wellbeing

- the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls
- to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong

#### Core Theme 2:

#### Relationships

- to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage
- to judge what kind of physical contact is acceptable or unacceptable and how to respond

## Learning Intentions and Learning Outcomes

### Learning Intention

To explore the differences between males and females and to name the body parts

### Learning Outcomes

Know some differences and similarities between males and females  
Name male and female body parts using agreed words

### Learning Intention

To consider touch and to know that a person has the right to say what they like and dislike

### Learning Outcomes

Identify different types of touch that people like and do not like  
Understand personal space  
Talk about ways of dealing with unwanted touch

### Learning Intention

To explore different types of families and who to go to for help and support

### Learning Outcomes

Understand that all families are different and have different family members  
Identify who to go to for help and support

# Progression of RSE – Year 4

## **PSHE Programme of Study Core Theme 1: Health and Wellbeing**

- how their body will, and emotions may, change as they approach and move through puberty
- to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them
- about human reproduction

## **Science Attainment Targets**

- describe the changes as humans develop to old age

## **Learning Intentions and Learning Outcomes**

### **Learning Intention**

To explore the human lifecycle

### **Learning Outcomes**

Describe the main stages of the human lifecycle

Describe the body changes that happen when a child grows up

### **Learning Intention**

To identify some basic facts about puberty

### **Learning Outcomes**

Discuss male and female body parts using agreed words

Know some of the changes which happen to the body during puberty

### **Learning Intention**

To explore how puberty is linked to reproduction

### **Learning Outcomes**

Know about the physical and emotional changes that happen in puberty

Understand that children change into adults so that they are able to reproduce

# Progression of RSE – Year 5

## PSHE

### Programme of Study

#### Core Theme 1:

#### Health and Wellbeing

- how their body will, and emotions may, change as they approach and move through puberty
- to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them

#### Core Theme 2:

#### Relationships

- to feel confident to raise their own concerns, to recognise and care about other people's feelings

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#### Science Attainment Targets

- describe the changes as humans develop to old age

## Learning Intentions and Learning Outcomes

### Learning Intention

To explore the emotional and physical changes occurring in puberty

### Learning Outcomes

Explain the main physical and emotional changes that happen during puberty

Ask questions about puberty with confidence

### Learning Intention

To understand male and female puberty changes in more detail

### Learning Outcomes

Understand how puberty affects the reproductive organs

Describe how to manage physical and emotional changes

### Learning Intention

To explore the impact of puberty on the body & the importance of hygiene

To explore ways to get support during puberty

### Learning Outcomes

Explain how to keep clean during puberty

Explain how emotions change during puberty

Know how to get support and help during puberty

# Progression of RSE – Year 6

## **PSHE**

### **Programme of Study**

#### **Core Theme 1:**

#### **Health and Wellbeing**

- how their body will, and emotions may, change as they approach and move through puberty
- about human reproduction
- the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others

#### **Core theme 2:**

#### **Relationships**

- to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage
- to recognise what constitutes positive healthy relationships and develop the skills to form them

## **Learning Intentions and Learning Outcomes**

### **Learning Intention**

To consider puberty and reproduction

### **Learning Outcomes**

- Describe how and why the body changes during puberty in preparation for reproduction
- Talk about puberty and reproduction with confidence

### **Learning Intention**

Consider physical & emotional behaviour in relationships

### **Learning Outcomes**

- Discuss different types of adult relationships with confidence
- Know what form of touching is appropriate

### **Learning Intention**

To explore the process of conception and pregnancy

### **Learning Outcomes**

- Describe the decisions that have to be made before having a baby
- Know some basic facts about pregnancy and conception

### **Learning Intention**

To explore positive and negative ways of communicating in a relationship

### **Learning Outcomes**

- To have considered when it is appropriate to share personal/private information in a relationship
- To know how and where to get support if an online relationship goes wrong

# Example of how an RSE lesson is taught

## Year 1

### Lesson 2

## Growing and Changing

#### Learning Intention

To introduce the concept of growing and changing

#### Learning Outcomes

Know how people grow and change

Understand that babies become children and then adults

Know the differences between boy and girl babies

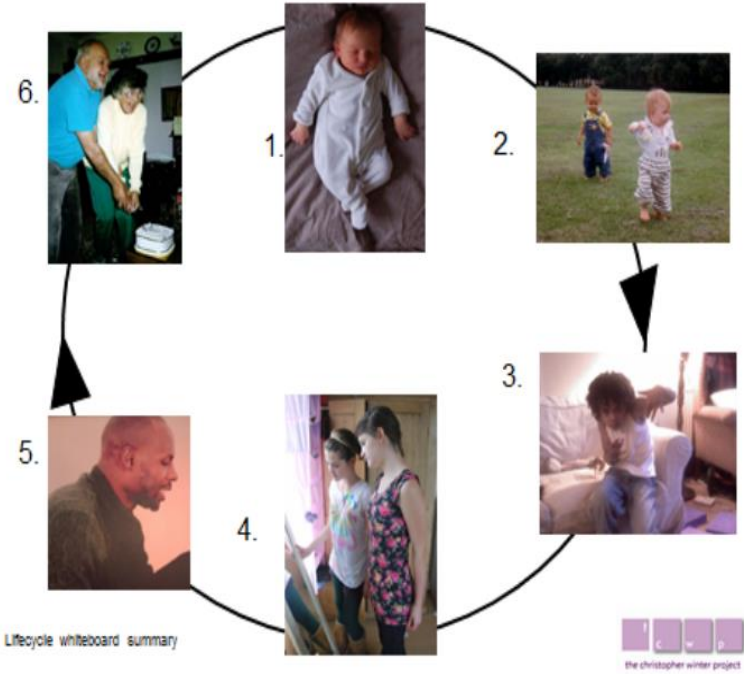
#### Resources

- Talking object
- Story bag containing [Pictures of newborn babies](#)
- [Lifecycle picture cards](#)
- [Lifecycle word cards](#)
- [Lifecycle whiteboard summary](#)



# Example of how an RSE lesson is taught

Starter: Lifecycle of a human



# Example of how an RSE lesson is taught

Here's a story about Thomas going to the health centre with their mother to have their baby sister weighed by the doctor.

In the story Thomas is very excited about going to the health centre and has to calm down so that they can weigh the baby.

TTYP: Why does the doctor need to weigh the baby?

Now the baby is getting weighed. Which of these two babies is Thomas' sister? How do you know?



The science words for these parts are penis and vagina

# Example of how an RSE lesson is taught

Plenary:

TTYP: Think of something you can do now,  
that you couldn't do when you were babies.  
Discuss a few examples.

One thing I can do now is...



# Example of how an RSE lesson is taught



The slide features a purple and white dotted background. At the top right, the text 'Year 2' is written in a large, white, sans-serif font. Below this, the text 'Lesson 1' is enclosed in a white box with a purple border, followed by the title 'Differences: Boys & Girls' in a large, white, sans-serif font. The content is organized into sections: 'Learning Intention' with two bullet points, 'Learning Outcomes' with two bullet points, and 'Resources' with a list of items and alternative materials.

## Year 2

### Lesson 1 Differences: Boys & Girls

**Learning Intention**

- To introduce the concept of male and female and gender stereotypes
- To identify differences between males and females

**Learning Outcomes**

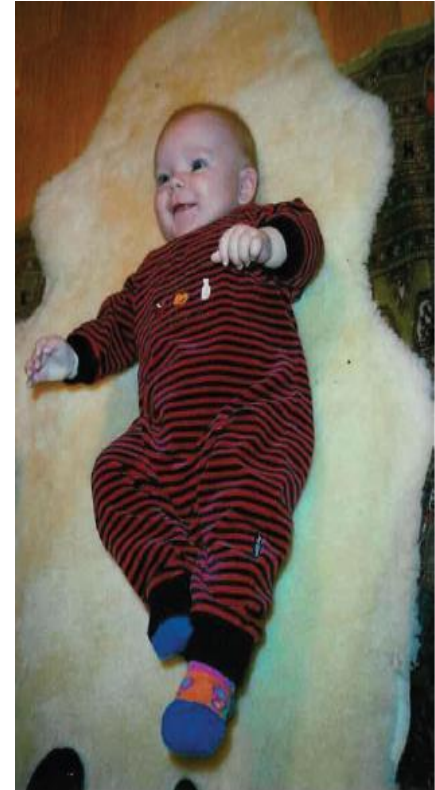
- Understand that some people have fixed ideas about what boys and girls can do
- Describe the difference between male and female babies

**Resources**

- 2 large PE hoops
- [Boy/Girl/Both labels](#)
- Bag of objects and clothing to explore male and female stereotypes (e.g. hairbrush, something pink/blue, ball, trainers, trousers, kilt)
- OR [Pictures of objects and clothing](#)
- [Clothed Babies picture cards](#)
- [Clothed Babies whiteboard summary](#)
- [Pictures of newborn babies](#)

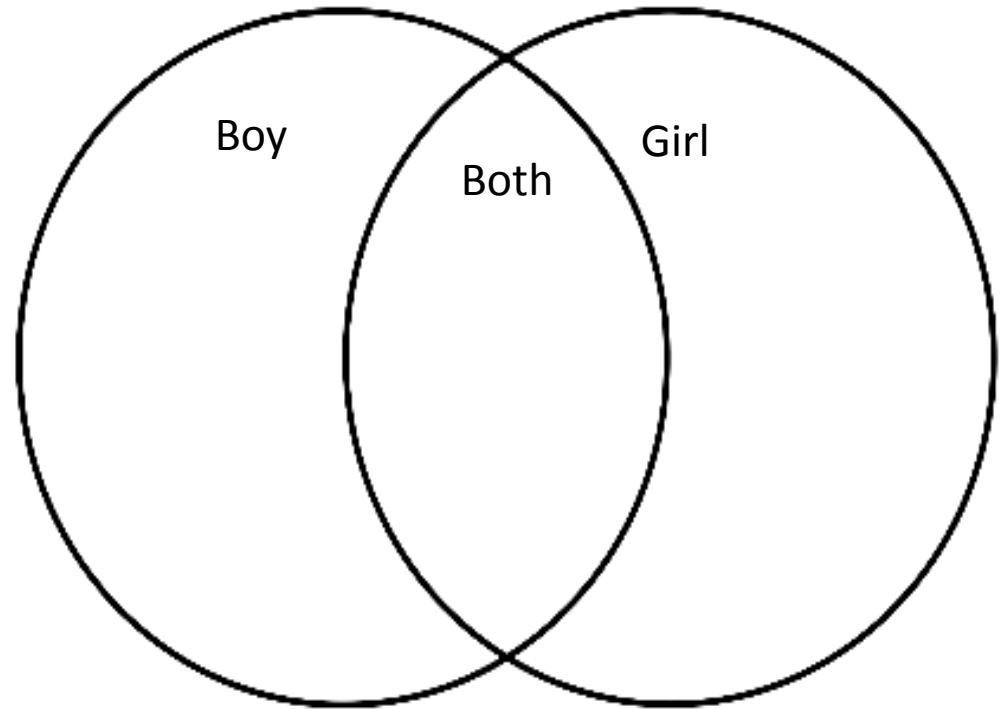
# Example of how an RSE lesson is taught

Starter: use of images to challenge gender stereotypes



# Example of how an RSE lesson is taught

Main activity: sorting stereotypical statements



# Example of how an RSE lesson is taught

## Year 3

### Lesson 1 Differences: Male & Female

#### Learning Intention

To explore the differences between males and females and to name the body parts

#### Learning Outcomes

Know some differences and similarities between males and females

Name male and female body parts using agreed words

#### Resources

[Clothed Babies picture cards](#)

[Pictures of male and female bodies](#)

[Male and female matching cards](#)

# Example of how an RSE lesson is taught

Starter: use of images to identify male/female differences to reinforce age appropriate terminology





# Example of how an RSE lesson is taught

Main activity: sequencing and matching cards to reinforce correct terminology and address misunderstandings

## Male and female matching cards

1.  
Males and females  
have lots of body  
parts that are the  
same



2.  
One difference  
between male and  
female bodies is  
their private  
parts



# Example of how an RSE lesson is taught

## Year 4

### Lesson 1

## Growing and Changing

#### Learning Intention

To explore the human lifecycle

#### Learning Outcomes

Describe the main stages of the human lifecycle

Describe the body changes that happen when a child grows up

#### Resources

[Lifecycle pictures](#)

[Lifecycle word cards](#)

[What has changed? worksheet](#)

Sets of red and green coloured cards for voting

[Lifecycle Quiz slides](#)

[Lifecycle Quiz answers](#)

# Example of how an RSE lesson is taught

Starter: Use of lifecycle to sequence life cycle with emphasis on the significant changes taking place to lead up to puberty



# Example of how an RSE lesson is taught

Main activity: Description of changes using overview grid

What has changed?	
How has the teenager's body changed since it was a child?	
What can the teenager do now that it couldn't do when it was a child?	

# Example of how an RSE lesson is taught

## Year 5

### Lesson 2 Male and Female Changes

#### Learning Intention

To understand male and female puberty changes in more detail

#### Learning Outcomes

Understand how puberty affects the reproductive organs  
Describe how to manage physical and emotional changes

#### Resources

[Pictures of male and female reproductive organs](#)

[Puberty Changes Teacher Guide](#)

Menstrual Cycle animation

[Male Pictures](#)

[Puberty Card Game \(one set per group\)](#)

[Puberty Card Game answer sheet](#)

[Puberty Card Game whiteboard summary](#)

Model materials: dried spaghetti (fallopian tubes) and poppy seeds (eggs)

Selection of sanitary wear (tampons, sanitary towels, panty liners)

Anonymous questions from Lesson 1

# Example of how an RSE lesson is taught

Starter: reinforce ground rules before discussion of male and female changes as a single sex session

Girls	Boys
<p><b>Menstruation/Periods</b> Ask questions to establish what the class understands about menstruation (periods) so far. Use animation of the menstrual cycle. Discuss the changing visuals and explain the commentary if necessary.</p>	<p><b>Male Changes</b> Discuss some of the key changes that happen to boys during puberty, such as sperm production, testicles ‘dropping’, erections and wet dreams. Support this by referring to the Male Pictures. Discuss how these changes might impact on a boy’s feelings and reinforce that they are a normal part of growing up.</p>

# Example of how an RSE lesson is taught

Plenary: use of matching card games to reinforce and review learning intention

**Puberty Card Game**

1. A girl gets her first period when she starts secondary school	2. A period normally lasts 2-7 days
3. All boys have wet dreams	4. Girls can go swimming when they have their periods
5. Most boys' voices break during puberty	6. The blood from a period and the semen from a wet dream are dirty



# Example of how an RSE lesson is taught

Previous lessons would recap puberty and building of positive adult relationships before introduction of reproduction. This would include building of knowledge of different types of families and relationships



Year 6

## Lesson 3 Conception and Pregnancy

**Learning Intention**  
To explore the process of conception and pregnancy

**Learning Outcomes**  
Describe the decisions that have to be made before having a baby  
Know some basic facts about conception and pregnancy

**Resources**  
[How does a baby start? cards](#) (one set per group)  
[How does a baby start? whiteboard summary](#)  
Anonymous Questions from previous lesson - typed



# Example of how an RSE lesson is taught

Starter: create a sequence/timeline on the board which describes the different stages in a relationship that could lead to having a baby and starting a family. In pairs, ask the children to discuss what they think needs to happen before two people decide to have a baby

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***Meet someone special  
a baby***

***Decide to have***



# Example of how an RSE lesson is taught

Plenary: Sort into True/False/Unsure statements to reinforce and review learning intention

Conception and Pregnancy Statements 

A woman has to have sexual intercourse with a man in order to have a baby

When a woman is pregnant her periods stop

Identical twins occur when one egg is fertilised by two sperm

# Final thoughts

- Materials are available for you to look at on the school website to view the age appropriate content relevant to each year group under 'Parents' tab and then 'Parent presentations'.
- If you have any questions, I am available to speak with you.
- We now have Jacqueline from the Enfield Parent Support Service who will discuss ways in which parents may support the teaching of RSE at home.