

R.S.E.

**Relationships and Sex
Education**





What is RSE ?

- ▣ 'RSE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum)
- ▣ As we state in our RSE policy, effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain healthy relationships. It also enables young people to make responsible and informed decisions about their health and well-being.
- ▣ In an Ofsted report , looking into the teaching of PSHE nationally in 2013, they stated that failure to provide high quality, age appropriate relationships and sex education may leave young people vulnerable to inappropriate sexual behaviours and exploitation, particularly if they are not taught the appropriate language, or have not developed the confidence to describe unwanted behaviours, do not know who to go to for help, or understand that sexual exploitation is wrong.

What are we doing at St Paul's?

- ▣ We already teach RSE in a graduated age-appropriate programme, from Years R-6, which emphasises the social and emotional aspects of relationships (as detailed in our RSE policy available to view on the school website)
- ▣ Some of the content of RSE lessons is also Science based.
- ▣ We have decided to use the Chris Winter RSE resources to supplement our existing programme and would like to inform you of the main changes.

An overview of the RSE curriculum in Foundation Stage (Year R)

Year Group	Themes	Already covered in PSHE lessons (Personal, Social and Health Education)	Already covered in Science lessons	New content which is currently not covered.
Reception <u>Our Lives</u>	Our Day Keeping Ourselves Clean Families	  		

An overview of the RSE curriculum in Years 1 and 2

Year Group	Themes	Already covered in PSHE lessons	Already covered in Science lessons	New content
Year 1 <u>Growing and Caring for Ourselves</u>	Keeping Clean	✓		
	Growing and Changing		✓	Vocabulary for female and male body parts.
	Families and Care	✓		
Year 2 <u>Differences</u>	Differences- Boys and Girls (including challenging gender stereotypes)	✓	✓	
	Differences- Male and Female		✓	
	Naming the Body Parts		✓	Vocabulary for female and male body parts.

An overview of the RSE curriculum in Years 3 and 4

Year Group	Themes	Already covered in PSHE lessons	Already covered in Science lessons	New content
Year 3 <u>Valuing Difference and Keeping Safe</u>	Differences- Male and Female			Vocabulary for female and male body parts.
	Personal Space			Bigger focus on "touch"
	Family Differences	✓		
Year 4 <u>Growing Up</u>	Growing and Changing	✓	✓	
	What is puberty?			What happens in puberty. Vocabulary for female and male body parts.
	Puberty Changes and Reproduction			What happens in puberty. Vocabulary for female and male body parts.

An overview of the RSE curriculum in Years 5 and 6 (NB: The school nurse will still deliver lessons in Year 5 and 6 with the support of class teachers)

Year Group	Themes	Already covered in PSHE lessons	Already covered in Science lessons	New content
Year 5 <u>Puberty</u>	Talking About Puberty	✓		
(Nurse led lesson at start of unit will continue)	Male and Female Changes	✓		
	Puberty and Hygiene	✓		Bigger emphasis on the hygiene
Year 6 <u>Puberty, Relationships and Reproduction</u>	Puberty and Reproduction	✓		
(Nurse led lessons will continue)	Understanding Relationships			This lesson is in addition to the lessons currently delivered
	Conception and Pregnancy	✓		
	Communication in Relationships			This lesson is in addition to the lessons currently delivered

The terminology used in each year group :

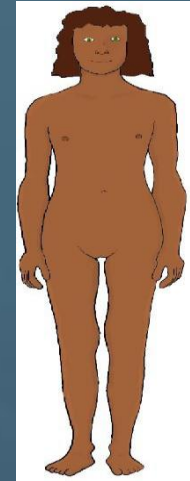
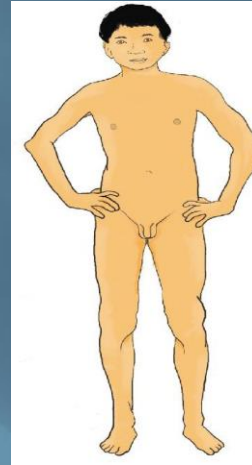
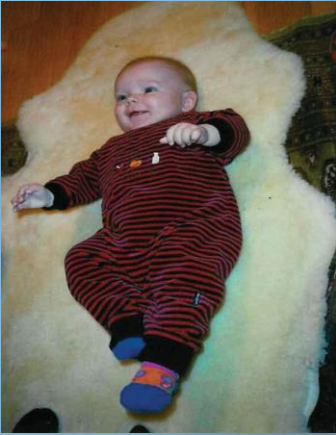
Year Group	green= new vocabulary
Year R	dress, undress, family (including mum, dad etc) clean, smelly ,
Year 1	similar, different, boy, girl, male, female, private parts, penis, vagina
Year 2	similar, different, boy, girl, male, female, private parts, penis, gender , stereotypes, penis, vagina
Year 3	private parts, gender , stereotypes, penis, testicles, vagina, womb/uterus, fostering, adoption,
Year 4	life-cycle, reproduction, physical, puberty, breasts, sperm, egg, pubic hair, emotional feelings
Year 5	puberty, physical changes, emotional feelings, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, facial hair, underarm hair, sexual feelings, pubic hair,
Year 6	womb/ uterus, fostering, adoption, sperm, egg, conception, fertilisation, conception, pregnancy, twins, friendship, relationship, love, consent, intimacy, communication, personal/private information

An example of a Year 1 activity: Lesson 2- Growing and Changing



Tell a story about the child going to the health centre with their mother to have their baby sister weighed by the doctor. Ask the class why the doctor needs to weigh the baby and explain that it is in order to check that the baby is growing. Stop the story at the point when the baby is getting weighed and show the baby pictures. Ask the group to decide which baby they think is the sister. Accept all answers and ask how they knew which baby was the girl and which was the boy. Agree that they have different private parts and tell the class that the science words for these parts are penis and vagina. Acknowledge that the children may have their own words for these parts. Discuss any feelings of embarrassment and reinforce that it's important to know the names for these parts of the body.

An example of a Year 3 activity: Lesson 1- Differences : Male and Female



Ask them to discuss whether they can tell from looking at this picture whether the baby is male or female?

Explain to the class that they are now going to see some pictures of babies and drawings of children without their clothes on. Ask why they think it will be easier to tell if they are female or male. Discuss how the children can manage their feelings while looking at the pictures; explore the reasons why some children might feel embarrassed or uncomfortable. Assure the children that our bodies do amazing things and they are something we can be proud of.

An example of a Year 5 activity: Lesson 3- Puberty and Hygiene

Explain that in this session we are going to focus on how young people can take care of themselves during puberty. (Teach in separate boy/ girl groupings but look at all of the objects)

Kim's Game

Pictures of items including: spot cream, bra, comb, deodorant, make up, shaving foam, sanitary towels, tampons, panty liners, diary, magazine, mobile phone, cloth to cover items

Tell the class that they are going to play a memory game and show them the selection of objects. Explain that all the objects inside the bag have something to do with puberty and growing up. Ensure that the objects relate to both physical and emotional changes.

Take the objects out of the bag one by one, asking the class if they know what each one is. Name the objects and place them in the centre of the circle;

Ask the class to briefly look at the objects and try to remember as many of them as possible;

Cover the objects with a cloth and remove one of them without the class seeing what it is;

Ask the children to identify which object is missing;

Repeat this several times.

Discussion

Once the children have identified a number of the objects, discuss what some of them have to do with puberty. Ask questions such as: *What is this for? Who uses it? Why might someone going through puberty use this?* Use the discussion to explore how people can look after their bodies and feelings during puberty. Ask the class which objects they think are really essential and which objects people might choose to use.

Reinforce that soap and sanitary wear are essential, whereas we can choose whether to use make up or hair products and also choose which types we use. Consider gender stereotypes and social pressures to look or be a certain way. Encourage the class to think about making informed, healthy choices.