



# RSE in Primary Schools

## St Anne's

Parent Meeting

15<sup>th</sup> June 2021

## Agenda

**Background Information and why RSE is important**

**What is RSE?**

**What is taught as part of RSE in Primary Schools?**

**What is not taught?**

**Statutory and non statutory**

**Questions and Discussion**

# PRESS

- Information given by the press about RSE can be inflammatory and inaccurate.
- Information is often portrayed negatively

# WHY TEACHING RSE IS IMPORTANT

- 9% of Year 5 and 6 children in Cambridgeshire feel they don't know enough about how their body changes as they get older. (CHRBS 2014)
- The average age for the onset of puberty in girls is 10.75 years and in boys is 11.5 years. (Hindmarsh 2011)
- The average age for a girl to have her first period is 12.8 years which has decreased from 13 years in 1958 (Hindmarsh, 2010).
- An examination of RSE programmes (Kirby 2007) found a significant impact on delaying the initiation of sex, reducing the number of sexual partners and increasing contraception use. None of the studies found it hastened the first experience of sex or resulted in young people having sex more frequently.

# WHY TEACHING RSE IS IMPORTANT

- Young people who cite friends and the media as their main source of information about sex have sexual intercourse earlier than those who report sex education as their main source (K Wellings 2001).
- RSE reduces the rate of teenage pregnancy
- In 2014, 38% of Year 5/6 boys and 27% of girls got information about their body and growing up from the TV.
- IN 2014, 21% of boys and 17% of girls got this information from the Internet
- In 2014, 17% of children said that they had seen pictures online that had upset them
- 12% of Year 5/6 children said they rarely or never say no when a friend wants them to do something they don't want to (CHRBS 2014).

# WHY TEACHING RSE IS IMPORTANT

## Teaching RSE helps to:

- Ensure that children are effectively prepared for puberty
- Keep young people and children safe - making it more likely that abuse will be reported
- Raises the age young people first try out sexual activity
- Reduces the rate of teenage pregnancy
- Helps children talk to trusted adults – keeping safe
- Helps children to critically evaluate messages that they get from the media and Internet

# CHILDREN'S VIEWS

## **What helps children?- Key messages**

- Take responsibility for talking to us. Don't just wait for us to ask.
- If we ask you things, always tell the truth. Don't put it off or say 'I'll tell you when you're older.'
- Don't be angry and try not to be embarrassed.
- If we ask what a word means, ask us what we think the word means first.
- If you don't know something, be honest and say that you don't know.
- Give us books or leaflets, but talk to us too.
- Don't expect school to tell us everything – we want to hear from our parents too.
- Don't laugh at us or spread gossip about what we have been talking about.
- Don't save it all up for a one-off 'birds and bees' lecture. We'd rather you talked naturally, little and often.

# DEPARTMENT FOR EDUCATION (DFE) GUIDANCE

- <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>



# WHAT IS RSE?

## RSE

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graph TD; RSE[RSE] --> RE[Relationship Education]; RSE --> SE[Sex Education]; RE --> MPC[Most of the Primary Curriculum]; MPC --> S[Statutory]; SE --> BKS2[Begins in Upper Key Stage 2 Mostly taught in Secondary School]; BKS2 --> NS[Non statutory];
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Relationship  
Education

Most of the Primary  
Curriculum

Statutory

Sex  
Education

Begins in Upper Key  
Stage 2 Mostly taught in  
Secondary School

Non statutory

# WHAT WE TEACH AS PART OF RSE

## KEEPING CHILDREN SAFE

- The names of parts of the body (Science and Relationships Education)
- That some parts of their body are private – the areas covered by pants and vest. (Relationships Education)
- That people can behave and dress differently in public and private places. (Relationships Education)
- That they should always tell an adult they trust if someone touches a private part of their body without their agreement. (Relationships Education)
- How to build confidence in asking for help (Relationships Education)

# WHAT WE TEACH AS PART OF RSE

## UNDERSTANDING ABOUT FAMILIES AND RELATIONSHIPS

- That families differ in lots of ways and that not every family will be like theirs (Relationships Education)
- That all parents and families must look after their children to keep them happy and healthy. (Relationships Education)
- That bullying is never okay and how to get help. (Relationships Education)
- That pressurising people to do things they don't want to do is not okay and how to get help if it happens. (Relationships Education)

# WHAT WE TEACH AS PART OF RSE

## UNDERSTANDING BODY CHANGES

- That our bodies change as they reach puberty, but that changes happen at different rates for different people. (Health Education)
- About the ways in which girls' and boys' bodies change and how their brains and emotions are affected by puberty. (Health Education)
- That as bodies change, we need to learn new ways to look after them and keep them clean. (Health Education)
- Describe the changes as humans develop to old age (Science)

# WHAT WE TEACH AS PART OF RSE

## UNDERSTANDING ABOUT BABIES

- Describe the life processes of reproduction in some plants and animals (this doesn't include humans) (Science)
- That animals, including humans, have offspring which grow into adults (Science)
- That human babies grow inside their mothers until they are born. (Science)
- \*That human babies begin when a male seed and female egg join together. (Sex Education)
- \*About human sexual reproduction (Sex Education)

\*this learning is part of Sex Education and parents have the right to withdraw their children from this part at primary school.

# WHAT PRIMARY SCHOOLS DO NOT TEACH IN RSE

- There is no teaching about sexual pleasure in primary school.
- There is no teaching about sexual practices, other than human sexual reproduction as part of 'sex education'.
- Teachers will not raise the profile of any family type, lifestyle, identity or sexuality over another.
- Children will not be asked to share information about their families in a class situation – no personal conversations will be shared.

# DELIVERY OF LESSONS

- Science and PSHCE lessons – some overlap. These will be delivered by a teacher who knows them.
- Using Cambridgeshire plans which are adapted if teachers feel it is necessary
- Follow the school policy – this can be found on the website

# EYFS – RECEPTION

1. To be able to identify trusted adults who children could talk to and ask for help.

8. To be able to recognise what a secret is.

10. To be able to identify how and when to tell.

7. To be able to identify and distinguish between different touches.

To be able to name parts of the body including the external sexual parts.

## To be able to:

- recognise and name different parts of the body
- recognise intimate/private body parts
- use family words to name intimate/private body parts
- use doctors words to name intimate/private body parts

6.1 **Bathing baby** You may find it easier to do this activity with small groups of children, rather than the whole class together. For each group you will need:

2 baby dolls which have intimate body parts, one male and one female

a filled baby bath

towel

soap

shampoo

cotton wool

nappy cream

nappy

clothes.

Show the children how to bath the baby, emphasising safety rules about water temperature etc. As you are doing this, encourage the children to name the body parts *e.g. face, ears, wrists, legs, etc.* including the intimate body parts. Lift the baby out of the bath and show how to clean and dry the baby, including the skin creases to ensure that the baby does not get sores. At this point demonstrate how to apply nappy cream and use the correct anatomical or 'doctor' names for the intimate body parts *e.g. penis, vagina, vulva*. Encourage the children to repeat these words.

End the activity by putting the nappy on and allowing the children to choose the clothes for the doll. Try not to encourage stereotyping of pink for a girl and blue for a boy.



# YEAR 1

## How can I keep my body clean? (HP)

### 4. To know how to keep themselves clean. (HP)

#### To be able to:

- give two examples of things I do to keep myself clean at home
- give two examples of things I can do to keep clean at school.

## Section C - Body Awareness and Body Image

<b>Framework question/s</b>	When am I in charge of my actions and my body? (BS)
<b>Learning Objective</b>	3. To understand that they have responsibility for their body's actions and that their body be
<b>Possible Success Criteria</b>	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>• give an example of how I can be in control of my body</li> <li>• describe some things I would only do in private</li> <li>• name the parts of my body which are private.</li> </ul>

### Teaching Activities

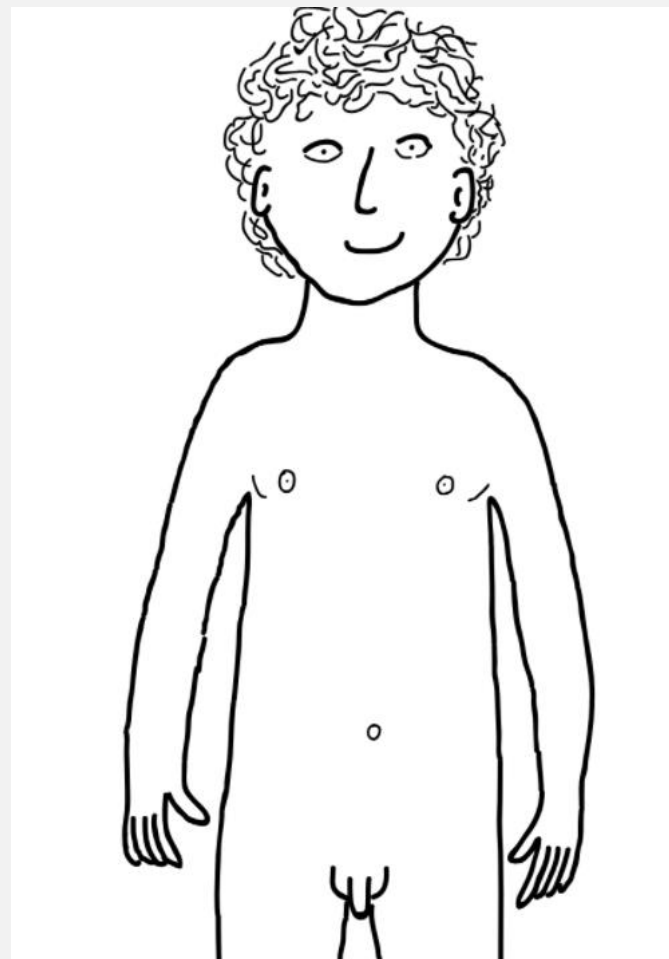
3.1 Using a puppet or doll, describe a scenario where the puppet finds it difficult to keep their hands and feet to themselves. (You might repeat the exercise twice, once with a male puppet/doll and once with a female. It will be interesting to see if the children's responses are different each time.) The dolls wriggle a lot and sometimes hurt their friends by accident. They're a bit clumsy and sometimes pull or push people too hard on the playground. Ask the children how the puppet's friends might feel about this. Would they feel annoyed, unfriendly or frightened? Ask the children for some ways people could help. In Circle Time, ask each child to suggest something the puppet could do to make things better *e.g. Say sorry if people are hurt; sit in a big space on the carpet and assembly; ask a friend to tell them if they are wriggling.*

Encourage the children to think about how we need to be aware of what our bodies are doing to make sure we don't hurt other people or annoy them. We all have the right to feel safe and it is our responsibility to ensure our bodies don't hurt other people, by accident or on purpose.

3.2 In Circle Time, ask the children the meaning of the words *private* and *privacy* i.e. something you wouldn't show or share openly with everyone. Ask them where they have heard or seen these words. Ask the children to make suggestions of activities they prefer to do in private *e.g. going to the toilet, having a bath*. Ask the children for ideas of things they would have done in public when they were babies or toddlers *e.g. running round with nothing on, not wearing a swimming costume at the beach*. Explain to the children that as we get older we often feel we want to do things in private and we feel uncomfortable doing some things in public. Ask the children for ideas of ways they act differently at home and at school *e.g. they always shut the toilet door at school, but they don't at home*. Discuss the different places they feel are private places *e.g. home, their bedroom, their Gran's house*. In the circle, ask each child to work with a partner and think of something they could say if they felt embarrassed and they wanted more privacy, *e.g. I feel a bit shy/embarrassed, so please could you shut the door? I don't like the feeling of other people watching me, so please could I get changed in a cubicle?* Ask the pairs to feedback their ideas to a puppet/doll/soft toy who doesn't know how to talk to their parent/carer about this.

# KSI RESOURCES

Open with Google Docs		
penis	testes*	testicles*
knee	vagina*	vulva*
bottom	leg	anus
chest	eyebrow	arm
nipple	knuckles	shoulder
toe	foot	elbow
finger	fingernail	eyelash
wrist	lips	ear
nose	eye	mouth
hair	skin	shin



# YEAR 2

**Which stable, caring relationships are at the heart of families I know? (FP)**

**6: To understand that not all families are the same, but that love and care should be at the heart of all families (FP)**

**To be able to:**

- describe the adult relationship in families I know

**What's growing in that bump? (NC Science)**

**2: To understand that babies grow inside a female body until they are ready to be born. (NC Science)**

**To be able to:**

- explain that a baby grows inside its mother.

# YEAR 2

## Section A - The Human Life Cycle

Framework question/s	How do babies change and grow? (NC Science)
Learning Objective	1: To know that humans produce babies that grow into children and then into adults. (NC Science)
Possible Success Criteria	<b>To be able to:</b> <ul style="list-style-type: none"><li>• explain that adult animals and humans have babies who look like them</li><li>• show understanding that my parents were once children.</li></ul>

### Teaching Activities

1.1 In Circle Time, ask the children to close their eyes and imagine a baby animal. Encourage them to think how that animal moves, how it stays safe, how it get its food. Then ask the children to imagine a baby human. Ask the same questions. Having opened their eyes, ask the children to share a fact about any sort of baby they know about *e.g. When my little sister was born she was very sleepy. We found a bird's egg shell in the wood and heard a baby bird cheeping, Our hamster had babies.*

Ask the children to talk to a partner and discuss the names of as many different animal babies they can think of. Record some of the names of the animal babies on the board. Then ask the children if they know the names of the adult animals who have those sorts of babies – *so a cow has a calf, a tiger has a cub etc.* You might wish to play an animal baby matching game at this point.

As a class, talk about how all babies grow up to be like their parents. Humans have babies that grow into children, which grow into adults.

Read **The World is Full of Babies**. As you read ask the children what similarities there are between human and animal babies. Focus on how amazing babies are and how quickly they grow and develop.

1.2 Using **Resource 1**, provide the children with a set of pictures of babies, toddlers, older children and adults and ask the children to sequence the pictures by age. Alternatively, ask the children to draw pictures of members of their family and then place them in order of age to make a time line representing how people grow and change. **A**

# YEAR 3

Framework question/s	How are male and female bodies different and what are the different parts called? (BS)
Learning Objective	1.To know scientific names for male and female sexual parts and use them confidently. (BS)
Possible Success Criteria	<b>To be able to:</b> <ul style="list-style-type: none"><li>• use body part names such as penis, vagina/vulva, testicle and breast confidently</li><li>• give an example of one new thing they have learnt about the body.</li></ul>
<b>Teaching Activities</b>	
1.1	Carry out the Draw and Write Exercise <b>Draw the Difference</b> . Use this as a baseline assessment of children's awareness of body parts and scientific names and choose subsequent activities on the basis of your findings. <b>A</b>
1.2	Having completed the <b>Draw and Write</b> (1.1) activity ask the children to share with you any doctor/scientific names for body parts they have written down. As a class, collect a written list of external body part names – including sexual parts. Accept (inoffensive) colloquial names for body parts, but place them alongside scientific names. Ask pairs of children to pick one body part from the list and discuss where this body part is located and its function. Ensure that the children are aware of the scientific names for parts of the body including names for sexual parts where this is appropriate <i>e.g. penis, testicles, breast, vagina/vulva</i> . Challenge the children by asking if any of them know the doctor words for any other parts of the body <i>e.g. thorax, intestine, humerus</i> . Explain that some body parts are found in males and females and some are found in just males or females. Using different coloured markers underline the body parts found in just males in one colour and just females in another colour.

# YEAR 3

<b>Framework question/s</b>	When do we talk about our bodies, how they change and who do we talk to? (BS)
<b>Learning Objective</b>	2. To understand times to talk about private body parts, how they change and identify trustworthy and approachable adults. (BS)
<b>Possible Success Criteria</b>	To be able to: <ul style="list-style-type: none"><li>• identify a trusted adult I can talk to about my body.</li></ul>

## Section C - Body Awareness and Body Image

<b>Framework question/s</b>	What can my body do and how is it special?
<b>Learning Objective</b>	3. To value and respect their own bodies and understand their uniqueness.
<b>Possible Success Criteria</b>	To be able to: <ul style="list-style-type: none"><li>• recognise that each body is different</li><li>• understand that our bodies are special and unique</li></ul>

## Section D Personal Hygiene Continued

<b>Framework question/s</b>	Why is it important to keep myself clean? (HP)
<b>Learning Objective</b>	4. To understand the value of carrying out regular personal hygiene routines. (HP)
<b>Possible Success Criteria</b>	To be able to: <ul style="list-style-type: none"><li>• describe some basic personal hygiene routines relevant to me</li><li>• explain why body parts should be kept clean.</li></ul>

## Resource 3 - KS2 Adult Female Body

YEAR 3

penis

testes\*

testicles\*

thorax

vagina

vulva

bottom

leg

anus

chest

scrotum

arm

nipple

breast

shoulder

toe

foot

elbow

finger

eyebrow

eyelash

wrist

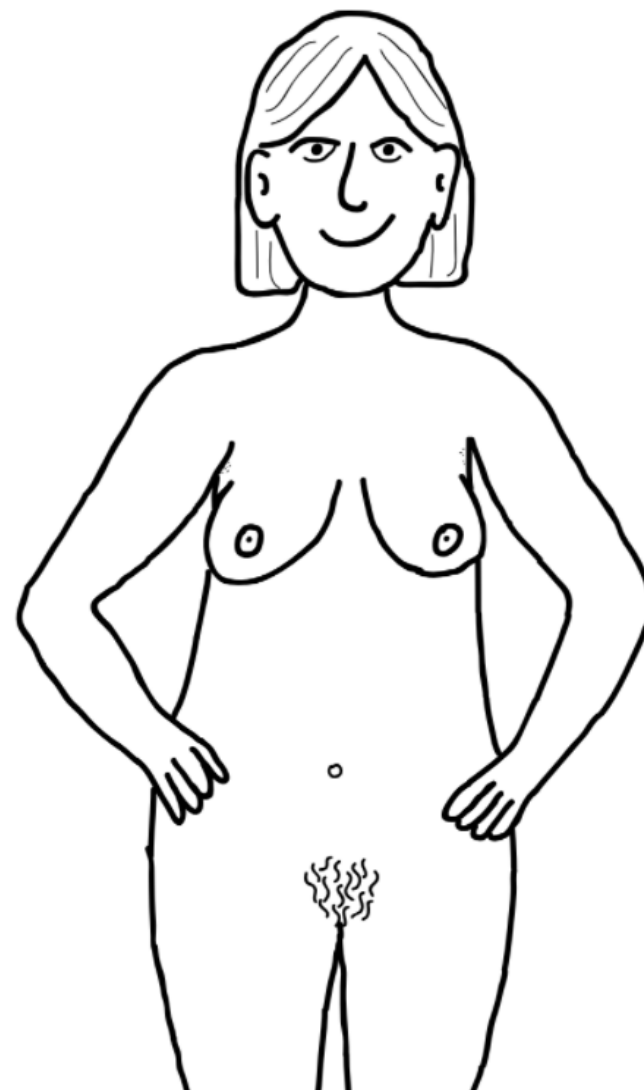
lips

ear

nose

eye

mouth



# YEAR 4

## Section A: The Human Life Cycle

Framework question/s	What are the main stages of the human life cycle? (NC Science)
Learning Objective	1. To understand the main stages of the human lifecycle: birth, baby, child, adolescent, adult, middle age, old age, death.
Possible Success Criteria	To be able to: <ul style="list-style-type: none"><li>• state the main stages of the human life cycle</li><li>• say what stage a person is at in the human lifecycle.</li></ul>

## Section D - Parents, Carers and Families

Framework question/s	How do different caring, stable adult relationships create a secure environment for children to grow up? (FP)
Learning Objective	5. To consider the wider responsibilities that families have for the physical and emotional wellbeing of babies and children (FP)
Possible Success Criteria	To be able to: <ul style="list-style-type: none"><li>• explain why babies need special care from a parent/carers</li><li>• state some things parents/carers need to do to look after babies.</li></ul>



# YEAR 4

## Section A - The Human Life Cycle Continued

Framework question/s	How did I begin? (Sex Education)
Learning Objective	2. To understand that babies begin when a male seed and female egg join together. (Sex Education)
Possible Success Criteria	To be able to: <ul style="list-style-type: none"><li>• explain that when animal reproduce they make copies of themselves</li><li>• understand that human babies are made when an egg and sperm join together.</li></ul>

### Teaching Activities

2.3 Explain that every human body is made up of millions of different cells. There are different types of cells in our bodies, which do different jobs. Give the children a short time to think of all the different jobs that cells in our bodies do *e.g. skin cells, brain cells, muscle cells, bone cells*. Ask all the children to stand up. One at a time, ask the children to give a cell function they have thought of and to sit down when they can't think of another function. You could have 'winners' if some children are left with ideas at the end.

Explain that there are 200 different types of cells in the human body. Show a photo of a human egg cell on a class board and explain that it is one of the largest cells in the human body. It is about the size of a full stop. Explain that this type of cell is produced in a female body. Show a photo of sperm cell. The sperm cell is one of the smallest cells produced by humans. It can only be seen under a microscope. Show a photo of sperm and egg together and explain that when a sperm and an egg join together, the contents of each type of cell are mixed together and a baby starts to grow inside the female body. As the baby gradually gets bigger the female gets a bump, which gets bigger until the baby is ready to be born.

2.4 Introduce the children to two (fictional) children that you know. Explain that these two children are the same age as the children in the class. Say that you once overheard them talking about where babies came from. You heard one say that they thought babies were delivered from the supermarket in a van. You heard the other say that they thought babies were dropped down the chimney. (Feel free to add any other stork or gooseberry bush related fictions). Ask the children to write a letter with a diagram or picture to explain what they have learnt about eggs and sperm. **A**

# YEAR 5

**What are male and female sexual parts called and what are their functions? (BS)**

**1. To identify male and female sexual parts confidently and describe their functions (BS)**

To be able to:

- name confidently the sexual parts outside male and female bodies
- name confidently the sexual parts inside male and female bodies.

**How can I talk about sexual body parts confidently and appropriately? (BS)**

**2. To know terminology for sexual parts appropriate for use in different situations (BS)**

To be able to:

- understand which words for sexual parts are acceptable for use in the classroom
- understand that some words for sexual parts are rude.

## Section C - Body Awareness and Body Image

<b>Framework question/s</b>	What might influence my view of my body?
<b>Learning Objective</b>	5. To understand how the media, families and friends can influence attitudes to their bodies
<b>Possible Success Criteria</b>	To be able to: <ul style="list-style-type: none"><li>• explain some possible effects of focusing on appearance in the media and social media</li><li>• understand that the media drives fashion for profit</li><li>• understand that some people's choices about clothes are influenced by their friends and the media.</li></ul>

# YEAR 5

<b>Framework question/s</b>	What happens to different bodies at puberty? (CAB)	
<b>Learning Objective</b>	3.To know and understand about the physical changes that take place at puberty and how to manage them (CAB)	
<b>Possible Success Criteria</b>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>describe some of the changes that will happen to male and females during puberty</li> <li>name some common misconceptions about puberty and know how to correct them.</li> </ul>	
<b>Teaching Activities</b>		<b>Points</b>
3.1 In pairs, ask the children to discuss all the ways that they have changed since they were babies. Ask the children to draw and write about these changes, organising their responses into different categories e.g. appearance, personality and what they can do now that they could not do before. As a class, make a list of changes from each category that we can do something about and those which we cannot control. Read <b>Zagazoo</b> and ask the children for their ideas of how all the different stages the Zagazoo went through relate to real life.		<ul style="list-style-type: none"> <li>Re</li> <li>ref</li> </ul>
3.2. In pairs, ask the children to make a definition of 'puberty'. Discuss the definitions as a class. Ask the pairs to discuss the changes that happen during puberty and make a list of their ideas e.g. <i>breasts begin to grow, hair gets greasy, sperm starts to be produced</i> . Ask pairs of children to compare their lists and spot the differences, adding to their own lists. As a class explore the BBC Science Tool and ask the pairs to add further to their lists.  Give the children outlines of the male and female body. Use the Resource 8 <b>Male and Female Bodies Entering Puberty</b> . In groups, ask the children to put arrows to all the places where changes at puberty take place for females and males. Ask the groups to share their responses with the rest of the class and add to the original list of changes. You might prefer to do this collectively on the IWB.		<ul style="list-style-type: none"> <li>Us</li> <li>Re</li> <li>life</li> <li>Re</li> <li>ha</li> <li>ma</li> <li>All</li> <li>Ide</li> <li>the</li> <li>co</li> <li>pu</li> <li>Le</li> </ul>
3.3 Provide each group with a set of cards with statements describing the physical differences which occur in puberty. Use Resource 9 <b>Before During and After Puberty</b> . Ask the children to decide whether the statement is true for a child, someone going through puberty or an adult. As a class, talk through the physical development statements and ensure that the children can identify the progression and different stages of development. Ensure that children are aware of the changes that are associated with puberty. Watch the Ask Lara Film <b>Bad Hair Day</b> to explore feelings about body changes during puberty.		<ul style="list-style-type: none"> <li>Re</li> <li>W</li> <li>pu</li> <li>Us</li> <li>inf</li> <li>Yo</li> </ul>

# YEAR 5

## Section D Personal Hygiene

**Framework question/s**

How can I keep my growing and changing body clean? (HP)

**Learning Objective**

6. To know about aspects of personal hygiene relevant to puberty and the implications of these (HP)

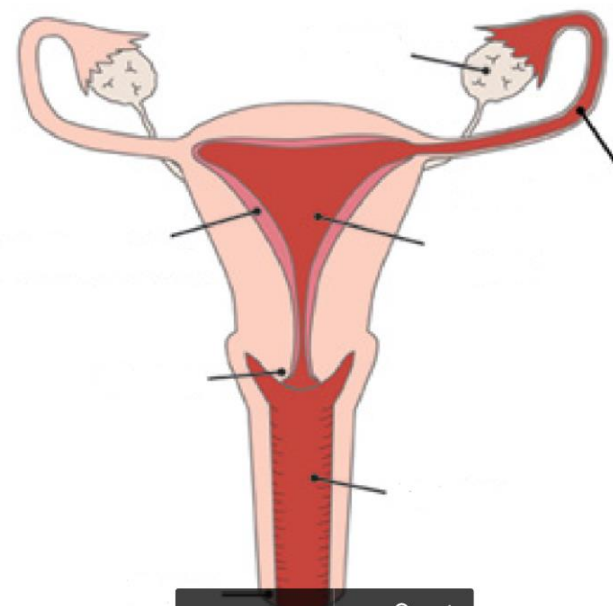
**Possible Success Criteria**

To be able to:

- name personal hygiene products relevant to puberty
- name parts of the body which need to be washed regularly during puberty.

<b>penis</b>	<b>anus</b>
<b>testicle</b>	<b>pubic hair</b>
<b>scrotum</b>	<b>opening to the urethra</b>

### Resource 7 - Female Internal Parts



# YEAR 6

## Section A: The Human Life Cycle Continued

Framework question/s	What are different ways babies are conceived and born? (Sex Education)
Learning Objective	1. To know about different ways babies are conceived and born, including sexual reproduction and sexual intercourse. (Sex Education)
Possible Success Criteria	To be able to: <ul style="list-style-type: none"><li>• name internal and external sexual parts for males and females, using scientific words</li><li>• describe the stages of fertilisation</li><li>• ask a question about sexual intercourse.</li></ul>

### What should adults think about before they have children? (FP)

4. To have an awareness that there should be stable, caring relationships in a family to ensure children are cared for securely. (FP)

#### To be able to:

- show understanding that there are lots of different types of love
- describe examples of special ways that people who are 'in love' might behave
- describe ways that adults who are 'in love' might show their commitment to each other.

### What effect might puberty have on feelings and emotions? (CAB)

2. To be able to recognise their changing emotions with friends and family and be able to express their feelings and concerns positively. (CAB)

#### To be able to:

- describe some things I am looking forward to about being a teenager and an adult
- describe some things I am not looking forward to about being a teenager and an adult.

# YEAR 6

What are different families like? (FP)

6. To be aware of and respect a wide range of family arrangements e.g. second marriages, fostering, same sex partners and extended families. (FP)

**To be able to:**

- name examples of different family relationships
- name the family members who are closest to me and recognise that everyone has different special people.

What effect might puberty have on feelings and emotions? (CAB)

2. To be able to recognise their changing emotions with friends and family and be able to express their feelings and concerns positively. (CAB)

**To be able to:**

- describe some things I am looking forward to about being a teenager and an adult
- describe some things I am not looking forward to about being a teenager and an adult.

# YEAR 6

A	The sperm travel into the Fallopian tubes.
B	After a while, sperm comes out of the man's penis in a liquid called semen.
C	The ball of cells keeps dividing and growing. A baby is now developing.
D	The sperm travel through the cervix and into the uterus.
E	If there is an egg ready in one of the fallopian tubes, one sperm breaks through the outer skin of the egg.

F	The sperm travel into the woman's vagina.
G	The man slides his penis into the woman's vagina.
H	The new cell divides and grows to make a little bundle of cells which travels down the Fallopian tube to the uterus.
I	The little ball of cells attaches itself to the endometrium.
J	The sperm and the egg fuse together and make a new cell that is a mixture of the mother and the father.

# STATUTORY AND NON STATUTORY

- Relationships Education, Health Education and Science are all statutory and parents cannot request to remove their child from this. (DfE Guidelines)
- Sex Education is non statutory and parents have the right to withdraw their child from this. If a parent wishes to withdraw their child, they must first discuss this with Miss Moor.
- This discussion would need to take place each school year and cannot be a blanket decision for a child's primary school career.



# SCHOOL'S RESPONSIBILITIES

- Teach statutory content to all children
- Communication with parents.
- Following the Equalities act of 2010
- Policy in place and published on the school website

THANK YOU

