



# Relationships and Sex Education

Key information for parents and carers  
2021



- We all want what is best for our children.
- We want to protect our children and to keep them safe.
- We want our children to be healthy and happy.

Our RSE curriculum will help us  
achieve this.



# Aims of this presentation:

- To explain the changes for our Relationships and Sex Education Curriculum
  - To explain how we will be teaching RSE
  - To answer any FAQs/address any misconceptions



# Why is the curriculum changing?

- Our children are growing up in a world with new challenges and risks than we as parents may have had as a child.
- Social media, peer pressure, online gaming is a growing concern as technology is evolving at a tremendous pace.
- Relationships need to be healthy and safe- Ofsted is clear that schools must have a preventative programme that enables students to learn about safety and risks in relationships.
- RSE plays a vital part in schools fulfilling their statutory duties to protect and safeguard their students.



## The facts about RSE and Sex education:

- We must provide RSE and Health Education to all pupils.
- We aren't required to provide sex education to all pupils.
- Our RSE curriculum will reinforce the lessons families teach their children as they grow up.
- At Burley and Sopley, we will flexibly deliver content that is age and developmentally appropriate with respect to the backgrounds and beliefs of parents.
- Relationships and Sex Education teaches young people how to respect themselves and others.
- Children can make safe, informed and healthy choices and understand healthy relationships.
- To help us develop our RSE offer, we have had SCARF training and also use the SCARF program to support our teaching.



Relationships Education explores the following areas:

### Overview of Teaching Expectations: Primary

| Relationships Education (Primary)   | Physical Health and Mental Well Being (Primary) |
|-------------------------------------|---|
| Families and People who care for me | Mental Wellbeing                                |
| Caring Friendships                  | Internet Safety and Harms                       |
| Respectful Relationships            | Physical Health and Fitness                     |
| Online Relationships                | Healthy Eating                                  |
| Being Safe                          | Drugs, alcohol and tobacco                      |
|                                     | Health and Prevention                           |
|                                     | Basic First Aid                                 |
|                                     | Changing Adolescent Body                        |

- This curriculum address issues such as loneliness, unhappiness, bullying, the impacts of poor health and well being.
- Sex education is not compulsory in primary schools.*** At Burley and Sopley, we will take into account of the age and the physical maturity of our children. We allow parents to withdraw their children where requested.

# Examples of plans for RSE-

## Keeping safe online

Year: R

### Subjects and Issues

🔒Safeguarding 🔒Safety 🔒Relationships Education (formerly SRE or RSE) 🔒Keeping Safe Online  
This plan, part of the Keeping Myself Safe unit, introduces the important issue of keeping safe online.

Please make sure that you are familiar with the guidance on the 'Creating a Safe Learning Environment' page of the Getting Started section of My SCARF ([click here to view](#)) before beginning, to ensure that the discussions are set up in a way that ensures children's safety.

Ensure, too, that you are familiar with your school's safeguarding policy, particularly in relation to disclosures, in the event of this happening.

The introduction (whole class) part of the plan is designed to help children understand how to recognise the feeling that something is wrong and how to get help if this happens, particularly in relation to things that they have seen online.

It uses the the Child Exploitation and Online Protection centre (CEOP) film *Jessie and Friends*.

Register with the *Think You Know* CEOP website for more resources and support [here](#).

These resources are free to schools and quality assured by the PSHE Association.

Childnet also provide valuable reinforcement resources through their *Smartie the Penguin* stories, including a downloadable story (in PowerPoint format) about staying safe online, written for EYFS. This can be found at: [here](#).

## Introduction - whole class

As a whole class watch the film *Jessie and Friends* Episode one, *Watching Videos* (4-5 years), available [here](#).

The story in this film is also available as a book that you can download, if preferred.

Review the story with the children, checking their understanding of its key messages.

### Adult-supported activities (individual or small groups)

Children write - or tell and adult - one sentence that they remember from the song in a speech bubble coming out of Jessie's or the dog's mouth, e.g. "If I feel worried about anything, I can tell an adult I trust".

In groups write some rules for the classroom to go near the computer/technology/iPad area about keeping safe when online or watching videos and about sharing child-friendly search engines.

Use the PDF download of the *Jessie and Friends* story for the following:

Art: Create a display using pictures from the story and children's own pictures. Use it to emphasise the key message: if you ever feel worried about anything, tell an adult you trust.

Design: Use the Thinkuknow resources for this next activity. First go to [www.thinkuknow.co.uk/professionals/resources/jessie-and-friends/](http://www.thinkuknow.co.uk/professionals/resources/jessie-and-friends/)

Then download the Animations and Resources file (on the right hand side of the page). You will need to register first, but the resources are free for schools.

You'll find the T-shirt template [here](#). Children can design a new T-shirt for Jessie. In the cartoon, Jessie's T-shirt has a picture of a bee. During the song, the bee has a worried, scared and sad face. Ask children to design Jessie a new T-shirt with a picture or logo that reflects how she feels after she has told Dad that she's worried and he has helped her. For inspiration, ask them to think about things they know Jessie likes (e.g. her dog, singing, dancing, playing online games).

## Good or bad touches?

Year: Y1

### Subjects and Issues

🔒Safeguarding 🔒Consent 🔒Relationships Education (formerly SRE or RSE)

To cover this lesson's Learning Opportunity (*to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond - including who to tell and how to tell them*) we recommend that you use the NSPCC materials: **The Underwear Rule - resources for schools and teachers**

These free resources for the Underwear Rule include:

1. A lesson plan - everything you need for an hour-long lesson to teach children about the Underwear Rule and help keep them safe
2. Teacher guidance - how to use the resources when teaching children the Underwear Rule, a template letter to parents and what to do if you suspect abuse.
3. IWB slide presentation - to help teach the Underwear Rule in a memorable way.

To help you find this resource quickly and easily, we've put a link to it in our Resources needed area.

Just click on the link to view the lesson plan and related resources.



# Examples of plans for RSE-

## Feeling safe

Year: Y2

### Subjects and Issues

🔒Safeguarding 🔒Relationships Education (formerly SRE or RSE) 🔒Relationships

### Introduction

Explore with the children places where they feel safe. (Answers are likely to include: home, a family member's home, or a friend's home).

Ask them what it means to be safe. To most young children 'safe' means not being scared, feeling happy.

Explain that being safe can also mean not being at risk of being hurt or lost. How does our body tell us when things might not be safe? (e.g. feel sick, sweaty palms, heart beats faster).

If you have already delivered the lesson *How safe would you feel?* ask them if they remember who they could turn to for help, to make a situation safer for themselves and others (e.g. if they notice that something has caught fire in a room?)

### Activity 1 - who should I get to help?

Expand the introductory question by asking who can help keep them safe in the following situations:

- Being in the kitchen when a pan of milk boils over (parent/carer).
- Crossing a busy road on the way to school (school patrol/parent/carer).
- Kicking a ball in the school playground; wanting the ball back when it accidentally lands on a classroom roof (lunchtime supervisor).
- Getting lost in a busy shopping centre (Police Officer, or someone in a nearby store wearing a uniform – e.g. shop worker, shopping centre security staff. NB: explain clearly to the children that they would need to find an adult who is definitely wearing a uniform and discuss how they would recognise this).
- Seeing someone fall off their bike and get injured so badly they can't stand up (ambulance)

Ask the children if they can think of any other times when you might need an adult to help keep you safe?

### Activity 2 - how to get help from special people

Ask the children how can we contact these special people, if we need their help? (Answers may include: could go up to them and ask them, could phone 999. Explain that 999 is the number called if a person needs the police, the fire service or an ambulance. When someone answers the 999 call, the caller tells them who they need, or what has happened. The person on the phone will then work out who is the best person (or service) to help).

With another adult (e.g. teaching assistant), role-play how you would ask for help, to demonstrate how to do this. Make sure that the following is included:

1. Getting attention (Excuse me!, Hello Mr/Mrs/Miss)
2. Asking for help (Can you help me please?)
3. Explaining why they need help (my ball has landed on the roof and I can't get it down/ I've lost my mum, I last saw her by the green jumpers).

Children now practise this in pairs.

After pairing up, as them to choose a person they need help from, from the following list: Lunchtime supervisor/Shop assistant/Police Officer/Fire fighter/Ambulance Crew.

Next, one of them acts out being that person and the other pretends to need the help.

What would they say? They can use the pathway above as a guide.

### Plenary

Ask for volunteer pairs to share their role-plays.

Draw out the techniques that each pair demonstrates in getting the help that they need and praise them for being mature and thoughtful.



#### Learning Outcomes

Children will be able to:

- Identify special people in the school and community who can help to keep them safe;
- Know how to ask for help.

#### DfE Relationships Education and Health Education statutory requirements

- **Relationships Education** **Being safe**  
6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- **Relationships Education** **Being safe**  
7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- **Relationships Education** **Being safe**  
8. Where to get advice e.g. family, school and/or other sources.
- **Physical Health and Mental Wellbeing (Health Education)** **Basic first-aid**  
1. How to make a clear and efficient call to emergency services if necessary.

#### PSHE Association Learning Opportunities

- H33. About the people whose job it is to help keep us safe.
- H35. About what to do if there is an accident and someone is hurt.
- H36. How to get help in an emergency (how to dial 999 and what to say).

## Relationship Tree

Year: Y3

### Subjects and Issues

🔒Building self-esteem 🔒Caring 🔒Community 🔒Emotional needs 🔒Friendship 🔒Support networks 🔒Trust 🔒Family 🔒Relationships Education (formerly SRE or RSE)

### Introduction

We have lots of different types of relationships.

In pairs, tell each other who you have a relationship with.

The class can say them aloud so they can be written on a whiteboard. See how many different types of relationships the class have. [e.g. pets, parents/carers, siblings, aunts, friends, leaders of groups outside school such as gym coach etc.]

Think about how we greet (say hello to) the people we have a relationship with. Do we treat them all in the same way?

How do we greet our parents/carers? Friends? Brothers/sisters? Grandma? Shopkeeper? Pet? Football coach? Teacher?

We have different relationships with different groups of people.

### Activity - Relationship tree

Have prepared and cut out sets of: 5 green leaves, 3 brown or orange leaves, 5 brown branches, 3 brown roots, (the roots and branches can be strips of brown paper). Distribute these - one set per child.

#### 1. Green leaves

Ask the children to write on the green leaves 5 things (one word per leaf) that can make a positive, healthy relationship. e.g. *trust*.

#### 2. Branches

Choose a leaf from a child, read it out and ask the class to suggest ways to achieve this e.g. for *trust* this might be *'...being able to talk to the person about anything.'* The child (and any other who has *trust* on a leaf) can write down one of these suggestions on a brown branch.

Repeat this process a few more times until the children get the hang of what to do.

They can then write on the branches ways to achieve the words (how to have a positive relationship) on their leaves.

#### 3. Roots

On the roots, write down the different people you have these relationships with e.g. Mum, friend, gran, Dad.

#### 4. Brown leaves

Finally, discuss what sort of things can make a relationship negative or unhealthy e.g. promises get broken, when people get angry all the time. Write these down on the 3 brown leaves.

### Plenary

Construct a tree on a big piece of paper or straight onto a display board. The branch strips make up the trunk and branches of the tree. The green leaves hang onto the branches. The roots spread across the bottom of the tree to anchor it. The brown leaves are falling.

Review the lesson by asking the class how we can help to look after relationships and also what we should expect from others.



# Examples of plans for RSE-

## That is such a stereotype!

Year: Y4

### Subjects and Issues

Being Yourself Building self-esteem Media influence Stereotypes Relationships Education (formerly SRE or RSE) Keeping Safe Gender Expectations

### Introduction

Ask children to close their eyes and picture:

1. A child climbing a tree. What is their gender?
2. Someone modelling clothes. What is their gender?
3. A doctor. What is their gender?
4. A newborn baby boy. What colour clothes is he wearing?

A lot of us said that a boy would be climbing the tree. That the model would be female, thin and white. That the doctor would be male and white. That the baby boy would be wearing blue.

Why did we think these things? Where do we see or hear them? (family, friends, the media: TV, radio, adverts, social media, magazines, films.)

These are called *stereotypes*. A stereotype is when we think one way of being fits all situations. E.g boys always wear blue, not other colours and certainly not pink! Why not pink? – because it is a girl's colour (another stereotype). In the 18th Century (Georgian times) it was normal for boys to wear pink.]

Think of the story of Snow White and name the stereotypes in that story.

Now think of the Disney film Frozen. How does it change the stereotypes? – 2 female lead characters, strong, clever, the love in the film is about sisters, a weak male character who doesn't save everyone.

### Activity 1 – Headlines

In pairs, using the Headlines worksheet, cut a piece of A4 paper in half. One child of the pair will draw the stereotype suggested by the headline. The other child in the pair will draw the opposite of the stereotype. Put the two halves back together again. Stick the headline across the top.

### Activity 2 – Headlines cont.

Having collected some free newspapers, (e.g. Metro) or asked the children to bring some papers in from home, look through them for evidence of stereotypes. Some children could also spend time using the class laptop or tablet and look at online versions of the newspapers for evidence of stereotypes (most families now access their news online rather than via newspapers).

### Plenary

Cut out some found examples of stereotypes and make a display in the classroom. Add words or phrases to show the opposite stereotype e.g University educated person from a migrant background, Size 18 supermodel.

### Extension (optional)

Research the colour pink through history. [As mentioned previously, it was a popular colour for boy's as it was matched to the soldier's red uniforms in the 18th and 19th century. As uniforms changed to blue in the 20th century, blue was more associated with boys.]

## Changing bodies and feelings

Year: Y5

### Subjects and Issues

Body Image Building self-esteem Feelings Growing and changing Puberty Relationships Education (formerly SRE or RSE) Body parts (including genitalia) Reproduction Masturbation Wet Dreams Emotions National Curriculum Science - Relationships elements

NB: you may want to deliver this session in single sex groups, depending on class. You will be the best person to determine this. You can adapt the content of the session according to maturity levels and other relevant factors.

### Introduction

Refer to group agreement or develop one if not already done (see Teacher Guidance for further information on this).

Ask the children what they remember from their first session on Puberty? Responses could include:

- We looked at different objects and what a person might need during puberty
- Learning about how male and female bodies develop
- What periods are
- That sometimes people commit crimes against a girl's body which involve cuts being made to her vulva (Female Genital Mutilation - FGM).

Explain that we are now going to think about puberty in a bit more detail.

### Activity 1 – Labelling external body parts

Distribute the female and male external body parts (Activity sheet a & b) Ask the children to label each of the parts using the correct words provided in the box at the bottom of each sheet.

Using the *Puberty Glossary* as a guide, explain the role of each body part or how it relates to puberty. The glossary may also help to answer any further questions children may have. NB: explain that the term *vulva* is used to refer to *all* of the female external body parts - it is part 8 on the Activity sheet and doesn't have an arrow, since it's a more general area.

### Activity 2 – Emotions and feelings: true or false?

Explain to the group that we are going to look at some of the thoughts and feelings or emotions that may come up when a person is going through puberty.

Split the class into small groups (up to 5) and distribute the *Emotions and feelings: true or false?* Activity sheet (c) to the groups. Allocate 3-4 statements to each group. Explain that they need to decide if the statements are **true or false**. Circulate around the groups to check for understanding as they do this activity.

Come back together and using the Teacher answer sheet for guidance, ask each group to pick a statement they think is **true** and why; ask other groups whether they thought the same. Repeat this, but this time asking them to pick a statement they think is **false** - and why; again asking other groups whether they thought the same. Continue until all statements have been covered.

# Examples of plans for RSE-

## Is this normal?

Year: Y6

### Subjects and Issues

Body parts Building self-esteem Bullying FGM Growing and changing Puberty Relationships Education (formerly SRE or RSE) Periods Menstruation Female Genital Mutilation (FGM) Preparation and considerations before this session.

This session may be best planned to be done with boys and girls at separate times. It may be considered appropriate to have male staff working with boys and female staff with girls, if possible.

Ensure a safe and familiar location.

To maximise the session, gather children's own questions about puberty. This is best done anonymously - for example, by using a question box in the classroom where pupils can write and post any questions they have on this topic without being identified. This will also help to help involve them all.

You can turn some of the questions into Agony Aunt-style letters for the children to reply to themselves, as in the Activity sheet provided. This will help to answer some of the questions in an interesting and depersonalised way.

## Introduction

Thank children for their questions and explain that as many as possible will be answered within the session.

Use an 'ice-breaker' activity to establish a comfortable atmosphere. One possible activity is to ask children in two equal lines to arrange themselves in order of birthday date without speaking. They could try to be quicker than the other line.

Introduce the focus for the session – puberty.

What does puberty mean?

Gather ideas and clarify that 'puberty' is the word given to the time in a person's life when their body begins to change from a child's body to an adult's body capable of reproduction. Clarify that puberty involves physical, emotional and psychological changes.

Today we are going to have chance to talk together about the different changes and challenges that happen when a person reaches puberty.

## Activity

Hand out the *Puberty statements: true or false?* Activity sheets for children to discuss in pairs. Allow a few minutes for them to consider and discuss these.

Go through the statements and address misconceptions.

NB: Please see the *Puberty statements: true or false?* Teacher answer sheet for guidance on the answers to the questions.

Reassure the children that most people go through puberty with little difficulty but explain that for some the time can be more challenging.

With any challenge, what sort of things help people? Having a trusted person to talk things through with; being prepared; understanding that solutions can be found; feeling confident etc.

Do the children know what an Agony Aunt is? Explain that they communicate in writing with someone who writes to them with a problem. They write a letter back with advice.

Give out the *Agony Aunt letters* Activity sheet. Working individually or in pairs, the children read and record their ideas as 'Agony Aunts' to support and help a range of young people with challenging situations in puberty.

Share some of their responses to the problems. Praise thoughtful and considerate advice.

Emphasise that young people have the right to decide what happens to their body.

## Fakebook friends

Year: Y6

### Subjects and Issues

Being Yourself Building self-esteem Emotional needs Friendship Media influence Social Norms Internet Safety Peer influence Consent Relationships Education (formerly SRE or RSE)

## Introduction

Ask the children to do the following:

- Name the social media sites they have heard of.
- Now put up their hand if they have looked at or seen any of these sites.
- How old does someone have to be before they can have a social media account? [13 years]
- Why do they think there is an age limit? [Younger people are more vulnerable and more at risk of meeting someone online, or giving away personal information that could lead to a risky situation with someone they don't know.]
- Do people always present a completely accurate (real) representation of themselves in their social media profiles, or can the sometimes be *misleading* (presenting certain information and missing out other bits)? [Take some views and explain that this is what you're going to think about next.]

## Activity 1 – Fakebook Friends

Show the Fakebook page IWB slide (see Resources needed area).

This is a post by Natalie. Looking at the picture, what might we work out about her? Her life? Her friends? What does this snapshot tell us about her? [She is very popular, appears to have lots of friends, goes out to parties a lot, has lots of fun etc.]

Here is an extract from her private diary for that day.

*Dear Diary,*

*It was Chanelle's birthday barbecue party last night. I had been looking forward to it for ages. I don't go out that much. I couldn't believe it when she invited me as she's not really a friend, just someone I know through another friend.*

*I was a bit nervous because I don't know many of the people going but it would be better than watching TV at home or seeing what everyone else was doing, on Fakebook.*

*When I got there I didn't recognise anyone so I stood by the wall with a can of coke. Some people looked over but I didn't smile so they talked to others. Then Dani from my history class arrived. I went up to her to ask about the homework we had. She chatted for a bit but looked bored. Some others came over to speak to Dani, they took a photo of us all with their phones and mine too. Then they wandered off. After half an hour, I texted mum to come and get me. I'd had enough. Good thing I got that photo on my phone.*

Discuss the following:

- Does what Natalie put on Fakebook match her private diary entry? [Very different accounts of the same event.]
- What was the party like for her? [She was quite lonely and didn't really manage to get involved. She left quite early.]
- What can we learn about her from the private diary entry? [She was keen to give the impression she'd had a good time (her comment about having a photo of herself with people at the party to post on her Fakebook page). She seems worried about appearing to be popular.]
- Which do you think is true – the Fakebook post or the private diary entry? [The private diary.]
- Why didn't she tell the truth about the party on her Fakebook page? [Wants to give the impression that she's really popular and has a great social life with loads of friends.]
- Do other people apart from Natalie do this? [Yes - lots of people do this. They might want to appear like others they see on social media sites. They focus on the exciting things. People usually only post a certain side of their life which creates the impression that they're always having a great time and life is perfect. For most people this is more of an image than a reality.]



# Commonly asked Questions

## ***Will my child's school have to engage with me before teaching these subjects?***

Schools will be required to consult with parents when developing and reviewing their policies for Relationships Education and RSE, which will inform schools' decisions on when and how certain content is covered.

*We will do this through our survey*

## **Do I have a right to withdraw my child from Relationships and Sex Education?**

From September 2021 in Primary Education parents will be able to withdraw their children from any aspects of Sex Education other than those which are part of the Science Curriculum. *We warmly encourage parents to share their concerns with us so we can help you make an informed decision.*

There is no right to withdraw from Relationships Education or Health Education at Primary .

The contents of these subjects-such as family, friendships, safety (including online safety) –are important for all children to be taught.



# Commonly asked Questions

## ***Does the new Relationships Education and RSE curriculum take account of my faith?***

The DfE states that Relationships Education has been designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain –this means taking into account the religious background of pupils when planning teaching, so that topics are appropriately handled.

In developing these subjects, the government has worked with a number of representative bodies and faith organisations, representing all the major faith groups in England. Several faith organisations produce teaching materials that schools can choose to use.

The subjects are designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain.



# Commonly asked Questions

## **Will my child be taught about Lesbian, Gay, Bisexual and Transgender(LGBT) relationships?**

We believe that all pupils should be taught about the society in which they are growing up. Relationships Education is designed to foster respect for others and for difference and educate pupils about healthy relationships. Children will receive teaching on LGBT content during their school years at the appropriate age and maturity, in the right context. Teaching children about the society that we live in and the different types of loving, healthy relationships that exist is very important.

The DfE states that Primary schools are strongly encouraged and enabled to cover LGBT content when teaching about different types of families.

## **What support will schools receive to deliver these subjects well?**

The government has invested in a central support package to help teachers introduce these subjects well and with confidence. This will include a new online service, featuring access to high quality resources, innovative training materials, case studies and an implementation guide, available from Spring 2020.

There will be training available for teachers through existing regional networks, offering opportunities to improve subject knowledge and build confidence.

Our school has already received SCARF training and will continue to receive this training throughout the year.





## What happens next?

- We collect our feedback from parents and carers, and share this with our staff.
- Our staff share their feedback with SLT to help shape the curriculum.
- Our governors share their feedback to agree the curriculum.
- We will share with you our adapted PSHE and RSE curriculum that best meets the needs of our children.