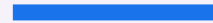


Parent information meeting 20.5.25



Why RSE?

- “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, 2021)

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education#full-publication-update-history>

Statutory guidance

Relationships and sex education (RSE) and health education

Statutory guidance on relationships education, relationships and sex education (RSE) and health education.

From: [Department for Education](#)

Published 25 June 2019

Last updated 13 September 2021 — [See all updates](#)

What is RSE?

Relationships and Sex Education is learning about the emotional, social and physical aspects of growing up, relationships, sex (gender), human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of Personal, Social, Health and Economic Education (PSHE).

A comprehensive programme of Relationships and Sex Education provides accurate information about the body, reproduction, sex (gender), and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

What is RSE ?

Why RSE?

- Positive Safeguarding
- Content
- Planning and Resources
- Delivery – ground rules, distancing and vulnerability
- LGBTQ+ Relationships and Identities
- Religion and Belief
- Right to Withdraw
- Talking to your child about RSE
- Useful resources

• RSE should...

- • Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices.
- • Be positively inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other.
- • Include the development of skills to support healthy and safe relationships and ensure good communication about these issues.
- • Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media.
- • Provide opportunities for reflection in order to nurture personal values based on mutual respect and care.

Each of these points indicates how and why RSE should be delivered in schools. Not all points are relevant to all lessons in all year groups e.g. reception will not be looking at different views on sex in society and media. These points cover RSE as a subject across all ages.

- RSE should also...
- • Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner.
- • Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding.
- • Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision.
- • Be delivered by competent and confident educators.
- • Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

Positive Safeguarding

Keeping safe on the internet/with friends/family/out and about

Recognise inappropriate behaviours & seek help

Challenge stereotypes

Recognise personal space/boundaries

Understand and apply the concept of consent

Assertiveness

Respect (self & others)

Appreciate how laws are set out to protect and support

Care for self & others

Identify and manage risk

Recognise bullying behaviour, be able to act appropriately

Understand and be prepared for physical & emotional changes

Understand the protected characteristics and value inclusion

Vocabulary, language & communication

Develop empathy and social skills

Recognise, understand and access rights

Understand and appreciate choice and aspiration

Consume media critically

Know & appreciate that there are different kinds of family

Consider independence & interdependence

Respect the rights of others

Recognise and understand appropriate touch

Develop decision making and reflective thinking skills

Understand and apply the concept of responsibility

Make and maintain positive relationships & friendships

Raising self worth/self esteem

**INTEGRITY
PURPOSE
KNOWLEDGE**

Know when and how to access help

School Improvement
Liverpool

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Appreciate and respect difference and equality and take a non-prejudicial approach

Appreciate and understand oneself

Delivery

- Mainly taught across one or Two weeks and often blocked across two or three mornings or afternoons within one week.
- 3 or 4 lessons depending on the year group
- Taught by teachers
- Must be delivered to all pupils
- Pupils who are withdrawn for the one session will be given different activity to complete

Content – What is Covered?

The Relationships and Sex Education programme will:

- Provide information that is relevant and appropriate to the age and developmental stage of the pupils.
- Develop skills of assertiveness, communication and effective dialogue in relationships.
- Encourage the exploration and clarification of values and attitudes.
- Foster self-esteem, positive self-image and confidence.
- Celebrate the value of all loving relationships.

CHRISTOPHER WINTER PROJECT

The content of the Relationships and Sex Education programme will be based on the RSE Christopher Winter Project (CWP) Scheme of work, recommended. CWP is a whole school scheme which is used by all teachers to provide a thorough and safe RSE lessons. Topics and themes will be revisited from year to year, taking account of the pupils' development. CWP encourages children to develop skills of listening, empathy, talking about feelings and relationships with families and friends.

Right to withdraw

- RSE has 3 main components:
- • Relationships Education (STATUTORY)
- • Health Education (STATUTORY)
- • Sex Education (NON-STATUTORY) As parents and carers, you have the right to request that your child be withdrawn from some or all sex education aspects of RSE, which only takes place during a single lesson in Year 6. As relationships and health education are statutory, children cannot be withdrawn from any aspect of relationships or health education.

CWP Curriculum Overview

reception

year 1

year 2

year 3

year 4

year 5

year 6

Additional

Reception Family and Friendship

Lesson 1: **Caring Friendships**
Lesson 2: **Being Kind**
Lesson 3: **Families**

Year 1 Growing and Caring For Ourselves

Lesson 1: **Different Friends**
Lesson 2: **Growing & Changing**
Lesson 3: **Families & Care**

Year 2 Differences

Lesson 1: **Differences**
Lesson 2: **Male & Female Animals**
Lesson 3: **Naming Body Parts**

Year 3 Valuing Difference and Keeping Safe

Lesson 1: **Body Differences**
Lesson 2: **Personal Space**
Lesson 3: **Help and Support**

Year 4 Growing Up

Lesson 1: **Changes**
Lesson 2: **What is Puberty?**
Lesson 3: **Healthy Relationships**

Year 5 Puberty

Lesson 1: **Talking about Puberty**
Lesson 2: **The Reproductive System**
Lesson 3: **Help and Support**

Year 6 Puberty, Relationships & Reproduction

Lesson 1: **Puberty & Reproduction**
Lesson 2: **Communication in Relationships**
Lesson 3: **Families, Conception & Pregnancy**
Lesson 4: **Online Relationships**

Additional Folder Year 5/6

Unit 1: **FGM**
Unit 2: **Respect and Equality**

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Lesson 1	Caring Friendships	Different Friends	Differences	Body Differences	Changes	Talking About Puberty	Puberty and Reproduction
Lesson 2	Being Kind	Growing and Changing	Male and Female Animals	Personal Space	What is Puberty?	The Reproductive System	Communication in Relationships
Lesson 3	Families	Families and Care	Naming Body Parts	Help and Support	Healthy Relationships	Puberty Help and Support	Families, Conception and Pregnancy
Lesson 4							Online Relationships
Additional (optional)						Respect and Equality	Keeping Safe, including FGM

Relationships Education	
Health Education	
Sex Education	

	Name the different body parts
Year 3	<p>Know and respect the body differences between ourselves and others</p> <p>Name male and female body parts using agreed words</p> <p>Understand that each person's body belongs to them</p> <p>Understand personal space and unwanted touch</p> <p>Understand that all families are different and have different family members</p> <p>Identify who to go to for help and support</p>
Year 4	<p>Understand that puberty is an important stage in the human life cycle</p> <p>Know some changes that happen during puberty</p> <p>Know about the physical and emotional changes that happen during puberty</p> <p>understand that children change into adult to be able to reproduce if they choose to</p> <p>Know that respect is important in all relationships, including online</p> <p>Explain how friendships can make people feel unhappy or uncomfortable</p>

Year 5	<p>Explain the main physical and emotional changes occurring in puberty</p> <p>Ask questions about puberty with confidence</p> <p>Understand how puberty affects the reproductive organs</p> <p>Describe what happens during menstruation and sperm production</p> <p>Explain how to keep clean during puberty</p> <p>Explain how emotions and relationships change during puberty</p> <p>Know how to get help and support during puberty</p> <p>Optional Lessons:</p> <p>Explain the importance of respecting others, even when they are very different to us</p> <p>Know that we can all take positive steps to support equality</p>
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	equality
Year 6	<p>Describe how and why the body changes during puberty in preparation for reproduction</p> <p>Talk about puberty and reproduction with confidence</p> <p>Explain the difference between healthy and unhealthy relationships</p> <p>Know that communication and permission seeking are important</p> <p>Describe the decisions that <u>have to</u> be made before having children</p> <p>Know some basic facts about conception and pregnancy</p> <p>To have considered when it is appropriate to share personal/private information in a relationship</p> <p>To know how and where to get support if an online relationship goes wrong</p> <p>Optional Lessons:</p> <p>To know how someone can be safe and in control of their body</p> <p>To understand what FGM stands for</p> <p>To know where to go for help</p>

Lesson 1 Talking About Puberty

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

Resources

[Puberty Changes Teacher Guide](#)

[Puberty Changes worksheet](#)

[Reproductive System slides](#)

[Pupil Questions template](#)

Sample Lesson Plan:

You will be able to look at planning and resources from each year group after presentation.

Activities

1. Group Agreement

In a circle, ask the class questions to help establish some rules for these lessons. Ensure you include the following: listen to each other; treat each other with respect (this includes no laughing at each other, no put downs); don't ask personal questions. Discuss confidentiality. and identify appropriate people for them to talk to after the lesson if they have more questions.

2. Learning Outcomes

Tell the class the lesson will be about the changes that occur during puberty. Explain that puberty is a special time of change when children grow and develop into young adults, or teenagers. Refer to the learning outcomes on the whiteboard and discuss what they mean. Ensure that the pupils understand the words 'physical' and 'emotional' by explaining that a physical change happens to the body and an emotional change involves feelings. Give one or two examples.

3. Defining Puberty

Use questions to establish key facts about puberty, for example when it happens, to whom and why. Consider the following:

- puberty occurs some time between the ages of 8 and 16
- each person will start puberty at a slightly different time and will develop in their own way - it's important to respect these differences
- male and female sex hormones become very active and are responsible for growth and development during puberty
- puberty changes are a normal part of growing up
- many changes happen to everyone, some only happen to females; some only happen to males
- the whole process of change can take a few years.

4. Listing the changes

Split the class into pairs and give each pair a [Puberty Changes worksheet](#). Ask children to discuss the questions and list their answers: *What physical and emotional changes do you think happen during puberty?* How might people's relationships change during puberty? Share ideas and record them on the board. Organise into lists for changes that happen to males, females, and everyone. Emphasise that most of the changes happen to everyone. For help with this activity refer to the [Puberty Changes Teacher Guide](#)

5. Body Changes

Display the [Reproductive System slides](#). Begin by emphasising that no two bodies look the same and that we grow and change at different rates. Highlight the body changes already discussed with the external pictures; breast development, pubic hair, body hair, muscle growth etc.

Explain that in the next lesson we will be learning more about periods and sperm production and the changes to the reproductive systems of females and males. Find out what the class already know about the following words: Ovaries, Uterus, Vagina, Penis, Testicles. Use the slides to correct any misconceptions. Explain what happens to them in puberty (i.e. that the female starts to produce eggs in the ovaries and the male starts to produce sperm in the testicles).

6. Pupil Questions

Ask the pupils to complete the [Pupil Questions template](#): *After the lesson I wanted to know...* this can be used as a needs assessment and can inform future lessons. Try to focus their questions on puberty, using the list written on the board at the beginning of the lesson to remind them of the changes. Explain that questions will be answered in the next two lessons.

7. Closing Round/Review

In pairs, discuss what they have learned in this lesson and use a go-round to close e.g. *One thing I learnt today was ...*

LGBTQ+ Relationships and Identities

36. In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

37. Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.



Pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships. Pupils should receive teaching on LGBT content during their school years. Teaching children about the society that we live in and the different types of loving, healthy relationships that exist can be done in a way that respects everyone. Primary schools are strongly encouraged and enabled to cover LGBT content when teaching about different types of families.

<https://www.gov.uk/government/news/relationships-education-relationships-andsex-education-rse-and-health-education-faqs>

Religion and Belief

20. In all schools, when teaching these subjects, the religious background of all pupils must be taken into account when planning teaching, so that the topics that are included in the core content in this guidance are appropriately handled. Schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

• 21. All schools may teach about faith perspectives. In particular, schools with a religious character may teach the distinctive faith perspective on relationships, and balanced debate may take place about issues that are seen as contentious. For example, the school may wish to reflect on faith teachings about certain topics as well as how their faith institutions may support people in matters of relationships and sex. •

22. In all schools, teaching should reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

As a school, we will teach faith perspectives when discussing different families and LGBT Relationships and identities. In doing so, we discuss what is permitted within different faiths and cultures, while also highlighting what UK law says and the importance of respect and equality. What they get from us is the basics. You are free to have conversations with them at home about how the information relates to your beliefs. At no point will we promote anything or claim any belief is right or wrong. The subject is designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain.

How do I talk to my child about relationships, puberty and reproduction?

□ **Be honest:** if you don't know the answer, be honest and say so. Tell them that you need to find out and you will get back to them soon.

□ **Remember that children are curious and want to know and understand.** We tend to place our adult perspective on children's questions and comments, when actually a child just wants (and needs) a simple, matter-of-fact answer. Make sure it's at a child's level, giving opportunities to ask further questions if needed. Give yourself time to respond by asking something like, "Why do you ask?" or "What do you think that means?"

□ **Keep lines of communication open:** having an open and honest relationship with your child can help make these conversations easier, so make sure you are willing to talk when your child needs to, or be able to explain why you can't and find another time when you can.

□ **Use correct terminology:** it helps that children aren't confused by hints, euphemisms and innuendo; use correct terminology wherever and whenever you can, especially for naming body parts. It is hugely important for keeping them safe.

□ **Respond to what they say they need:** remember that children's lives today are very different from even just five years ago. We may feel that they know too much, when actually ignorance is the enemy of innocence: children are more likely to make the safest choices when they are effectively empowered to do so.

□ **Always respond.** If not, the child may feel that they are not able to talk about important issues or things that they are worried about, especially related to RSE. □ If it all feels too personal, try to talk about people in books, movies or TV shows to create some distance.

□ **Listen, rather than judge.** Try asking them what they think.

If you are really unsure about talking to them about something, feel free to contact school and I can support with this

Parents/Carers of SEN Children

- Don't avoid difficult topics • Some topics can be more difficult to teach, and it might be tempting to think that some areas of the curriculum are less relevant to your pupils than others. But every child has a right to a comprehensive RSHE curriculum, and to enjoy safe and healthy relationships. The vulnerability of pupils with SEND (according to the NSPCC they are over 3 times more likely to be victims of abuse), means that the importance of providing them with the right teaching cannot be emphasised enough. Content may need to be tailored for pupils, but all topic areas should be covered.
- Additional adult support • Small groups • Summarising • RSE resources can be provided for parents ahead of the lessons to take home.
These can be used to talk about the upcoming topics with children ahead of time, and to reinforce learning after the lessons.



Questions ?????