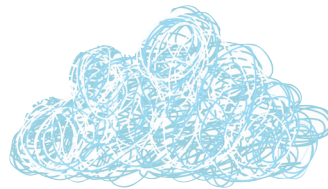


Services
For Education



Teachers' Guide to Relationships and Sex Education



The aim of Services For Education is to provide services in support of achieving excellence in teaching, learning and well-being of young people. We are a not-for-profit charity delivering professional development, support, resources and advice to EYFS, primary and secondary settings.

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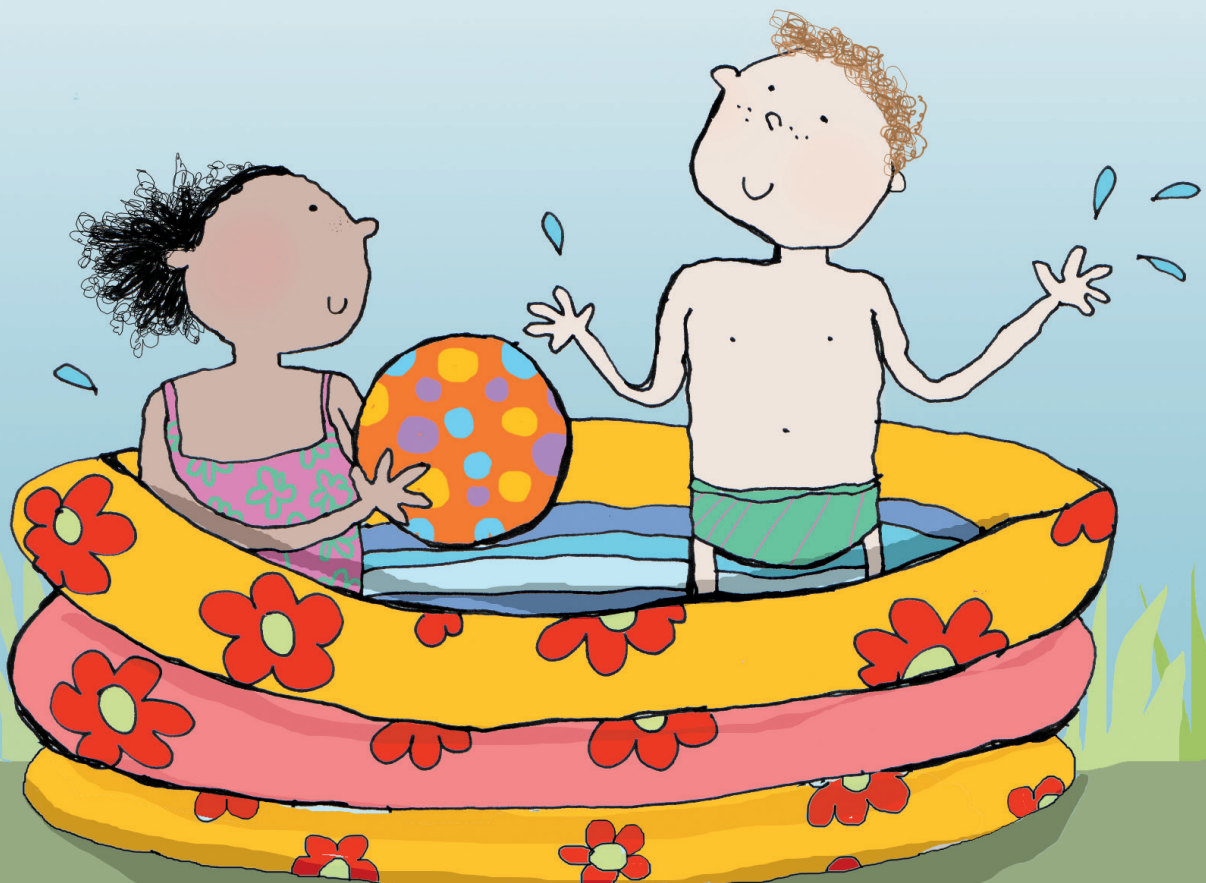
How to use these resources to maximum effect:

These lesson plans and accompanying resources have been designed to be used alongside the series of books and videos *"Clued Up About Growing Up"*. Schools may choose to use these resources to start teaching RSE to their pupils, or as an additional aspect of an existing scheme of RSE.

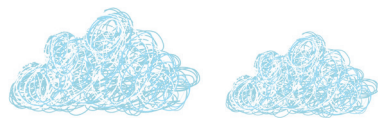
Individual lessons are referenced to PSHE learning opportunities as indicated by the PSHE Association Programme of Study (2020) in order for schools to be able to map coverage of PSHE and wider safeguarding topics in their curriculum.

Each lesson plan has been designed to work in conjunction with either the corresponding book or video and to take between 40 and 50 minutes, but is flexible enough that it can be adapted depending on teacher discretion and pupil need.

Core resources and worksheets are all included and where more generic resources are needed (such as sticky notes or A3 paper) it is indicated on each lesson plan as *"supplementary resources"*.



Introduction



It can seem daunting to be charged with delivering RSE to a class for the first time. Even amongst professional adults with a wealth of experience behind them, it is a subject that can bring about nervous laughter. The aim of these resources is to enable professionals to draw upon a range of practical resources and tried and tested teaching styles to ensure that such an important area of education can be addressed with confidence.

Services For Education believes that a comprehensive RSE package in Primary Schools should prepare children for puberty and the changes that will take place. High quality RSE is an integral part of a school's approach to Safeguarding and the provision of a broad and balanced curriculum. It should help to develop positive attitudes, values and high levels of self-esteem, to challenge prejudice and negative attitudes in society and promote the skills needed for effective communication. It cannot be assumed that children talk about these issues with their families and they may rely on schools as their main, or only, source of RSE.

RSE is a set of life skills, not a string of separate topics or units of work. Learning must be linked to broader school policies (including PSHE policy, the Science Curriculum and Safeguarding policy).

The status of RSE education nationally and in your setting

From September 2020 a “new subject” called Relationships Education has become statutory and must be taught in all primary schools. Health Education, which includes the topic of puberty, has become compulsory for all state-funded schools. The aim is to ensure that all pupils are taught the knowledge and life skills they will need to stay safe and develop healthy and supportive relationships throughout their life. Schools may also have chosen to retain any pre-existing model of teaching age-appropriate sex education. Parents have the right to withdraw their child from any non-statutory sex education lessons, but are not permitted to withdraw their child from any of the statutory Relationships (and Health) Education. Clued Up For Growing Up encompasses many central themes of the statutory guidance on Relationships Education and Health Education but also contains some lessons which sit within the non-statutory topic of sex education. These resources provide opportunities to explore the themes in an age and stage appropriate way and support schools who choose to continue to deliver the traditional topics of RSE.

RSE is usually taught as part of a broader PSHE curriculum and in our opinion this enables focus on increasing detailed content knowledge of topics relating to RSE alongside the important acquisition of skills relating to risk analysis, self-esteem and questioning and the ability to be able to manage emotions and recognise the consequence of their actions.

Under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and prepares pupils at the school for the opportunities, responsibilities and experiences of later life. The Education and Inspections Act 2006 placed a duty on governing bodies to promote the well-being of pupils at the school. RSE is at the heart of this as it involves lifelong learning about physical, moral and emotional development. This complements the statutory requirements in the science curriculum but adds extra detail about the emotional context surrounding human biology.

Within your setting, having a detailed and recognised policy and series of lesson plans on RSE helps to inform parents and community leaders of the approach your school takes to educating and supporting children in their development into young adults and forms a background for discussion over the role and content of RSE to reflect the culture of the community you serve. Governing bodies and head teachers should seek to develop policies which reflect the wishes of parents and community bodies where possible.

Parental meetings, steering groups, even use of a resource library for parents may help to break down barriers to discussing the topic of RSE between home and school and between parents and their children. Whilst the lessons in this pack are structured to provide a detailed curriculum of RSE education, schools will need to work within their local context and may decide to supplement these lessons with other resources dependant on their students. There are optional supplementary lesson plan notes and a supplementary resource on puberty in the “Boys and Girls, Men and Women” section and the attached glossary gives guidance on how to discuss certain terms using appropriate language for children.

The Law and Consent

The legal age for any person to consent to have sex is 16, whether they are heterosexual, homosexual or bisexual. Children aged less than 13 years can never consent to sex. Therefore any sexual activity involving a child aged less than 13 years is always a sexual offence. The law is not intended to prosecute everyone who has under-age sex so long as the sexual activity is mutually agreed and does not involve abuse or exploitation. This means that some consensual teenage relationships may be seen as somewhat of a grey area legally. Any sex without mutual consent is an offence, therefore the right to say no must be taught from a young age and in these resources we emphasise the importance of children understanding safe touch, the use of correct body terminology to avoid confusion when children are trying to explain what may have happened to them and the right to say no.



Statutory Science Curriculum

RSE places learning about bodily changes and reproduction firmly within a framework of emotional learning and PSHE, helping learning to make informed choices about their lives. Elements of human reproduction and changes at puberty may be taught as part of the Science curriculum. Parents do not have the legal right to withdraw their child from the Science National Curriculum (if the school is required to follow it), nor the aspects of Relationships (and Health) Education. Parents may withdraw their child from any sex education that falls outside of this. It is Services For Education’s view however, that a purely biological curriculum may fail to prepare young people for the complex nature of society today and so learning in RSE can provide a wider emphasis on personal and social skills, attitudes and values alongside deepening knowledge and understanding of RSE.

Ground Rules

Before any content of RSE is taught, teachers will work with the class to establish a group agreement about the ground rules to ensure that the lessons are conducted in an atmosphere where children feel they are able to ask any questions they may have, and to talk about their feelings and relationships, without fear of judgment or ridicule. Equally children will learn that they do not discuss or ask private information of each other or the teacher. The ground rules will clearly explain that honest answers will be given to all questions, but that some questions may arise which may be more suitably answered in a one-to-one setting.

This is particularly important where a question is asked which is above the expected age-range and/or maturity of the children in the whole class.

As an example here are some rules that may be drawn up:

- Respect differences and other people's views
- No personal questions
- Only say things about yourself you don't mind other people knowing (or say "I know someone who...")
- Use proper words when talking about body parts or sexual acts and no offensive language will be tolerated
- Giggling at situations is ok, but not at people
- Keep the information learned to your class or family (younger children might not need to know)
- Some secrets aren't safe secrets – things might be passed on to another adult to keep you safe
- You can "pass" if you don't want to talk about a particular topic

Assessing prior knowledge and answering questions

Various techniques are tried and tested in RSE to assess prior knowledge and form a basis of what learners want and/or need to know. A spiral programme where topics are covered in successive years, recapping prior knowledge and further developing the subject area is preferable. Inevitably this will involve children's questions at some point. It is important in RSE that learners know all questions will be answered honestly and in almost every case the question will be answered. Creating a culture where **"there are no silly questions"** is important. Some teachers will use a question box and then answer the anonymous questions in a full class setting – this saves the potential embarrassment of a child and gives the teacher the chance to reword questions if needed. If an anonymous question raises concerns of a safeguarding nature it is imperative you can identify which child this concerns, therefore some schools ensure children write their initials on the back of "anonymous" questions to cover for this situation.

Generally questions that enhance the learning of the topic can be answered in a full class setting. However on occasion a child may pose a question which is of a nature that may not be suitable for an open forum (it may be of a nature which is beyond the scope of the topic for that age group for example. In this case it is important to answer the child in a more private setting, for example after the lesson. If any questions give rise to concerns of a safeguarding or Child Protection nature, then the school policy should be followed. In no case may a member of staff promise absolute confidentiality to any child and this should be raised when the ground rules are set.

Content regarding unwanted touch may give rise to concerns about Female Genital Mutilation. The law is very clear that in all cases this is illegal practice and since 31 October 2015 there is an individual (not school) responsibility to report any known case of FGM to the police. Schools are advised to follow normal safeguarding procedures alongside a police referral.

Some communities in this country do practice this act and there are many organisations which provide further information and resources suitable for primary aged children.



Teaching styles – attitudes and values, personal and social skills, knowledge and understanding

It is Services for Education's view that RSE is best taught by the class teacher, with supplementary material occasionally delivered by an outside agency.

RSE would usually be taught in mixed gender, mixed ability groups in a primary school; although there are occasions where it is useful to introduce concepts in single sex groups, particularly in a setting where there are many children from cultures where it is not considered acceptable to discuss the body in mixed-gender groups. Where staff may find it beneficial to teach a lesson in this pack in single sex groups this is clearly indicated on the lesson plans.

Research shows that boys and girls can have differing priorities in RSE lessons. For example, boys may place great emphasis on wanting to appear knowledgeable and not losing face, therefore they may not ask questions as they do not wish to appear lacking in confidence or knowledge, whereas girls may feel an embarrassment about asking questions relating to bodily changes.

RSE can be bewildering for the learner and yet is a vital part of the curriculum to raise responsible and safe citizens of the future. A culture of openness and honesty is desirable and in order to enable children to discuss their feelings fully techniques of depersonalisation may be beneficial.

Teachers and learners benefit from discussion-based lessons where emphasis is placed on process and argument as much as on traditional forms of assessment of learning. One benefit is that as well as increasing topic understanding, the personal and social skills of the learner are developed as they consider their own beliefs and attitudes compared to that of their peers. They can then reflect on this and shape their future decisions and life choices.

The lesson plans that accompany the books contain a mixture of activities and learning styles designed to enhance children's abilities to discuss and access RSE education.

Assessment – formative and summative: how and why

Within the resources you will find opportunities for questioning at the start of a topic in order to enable staff and children to establish a starting point of knowledge and attitudes. This helps the teacher to differentiate appropriately during each unit of work.

Opportunities to help children to reflect on their learning at the end of a topic are included with the resources, which will help staff to plan further lessons and can provide an evidence trail of knowledge gained and skill acquisition.

Many schools use a system such as “emerging, expected, exceeding” to decide whether a child meets the criteria for learning at the end of a topic, and our resources support this as each lesson plan contains information on assessment for, and assessment of, learning.

With any assessment tool staff must ascertain whether we are assessing knowledge and skills or, for example, the literacy content of the work. In a discussion is he who talks the loudest achieving the higher grade for participation? There is no magic answer of assessment of a skills-based subject but the resources in this pack contain a combination of teacher, peer and self-assessment strategies which provide children and staff with opportunities to reflect on and assess their learning and recognise and apply its relevance to their daily life.

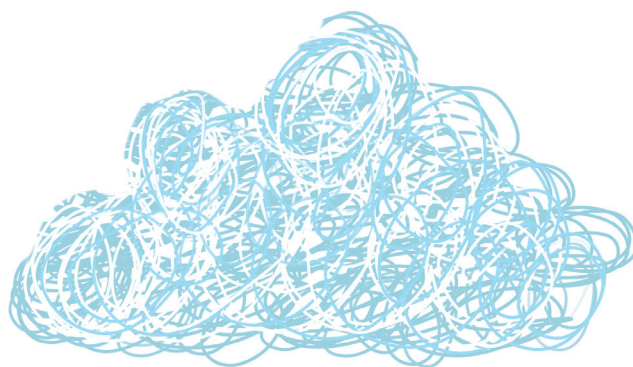
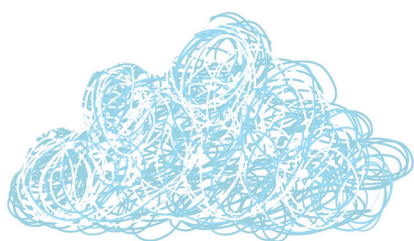


Glossary of Terms

There are certain terms that may arise in discussions or through the use of a question box which can be difficult to answer without prior thought. It is important to consult parents and possibly wider community when writing an RSE Policy to ensure that the responses to any important, but sometimes contentious, terms that may arise have been agreed.

The following provides a definition of some of these terms which staff may choose to use if they arise in discussion with children. Children are inherently curious and will repeat terminology they have heard (from older siblings or online etc.) without fully understanding the meaning. It is the duty of schools to clear misconceptions during RSE education. These terms are not explicitly covered in lesson plans and staff need to use their discretion as to the suitable chronological age and maturity of children involved before embarking on a discussion. There is also a set of supplementary lesson plan notes (found with the Boys and Girls, Men and Women lesson plans) which has bullet point notes on discussing puberty.

Term	Definition
Wet Dream	When boys' bodies are going through puberty sometimes their body practices its sexual responses when they are asleep. This happens to girls too but is less noticeable as boys have more fluids involved.
Erection	When males get sexually excited their penis fills with blood and gets longer and harder. This makes it possible for a man to have sexual intercourse.
Masturbation	Also known as 'wanking' or 'playing with yourself'. People might touch or gently rub their own sexual organs to find out what feels nice. This is perfectly healthy and can boost your immune system and help people to relax.
Oral Sex	Also known as 'blow job' or 'going down on' ... Using your mouth and tongue on someone's private parts to make them feel sexually excited.
Sexing	Using the internet or mobile phones to communicate to someone with a sexual content. The best advice is if you wouldn't be happy to have the conversation face to face without embarrassment, don't have the conversation online. Information online can be stored electronically and sent to anyone in the world and you don't know the other person is who they say they are.
Pornography	This is photos, films or books that show people having sexual intercourse. By law you have to be 18 or older to watch or make this material.
Ejaculation	This is when semen shoots out of a man's penis after sexual stimulation (masturbation or intercourse) or after a wet dream.
Orgasm	A response (emotional and physical) to nice feelings during sexual acts. This sometimes happens but not always.
Consent	In terms of positive relationships, consent is vital. This is as true for rough play in the playground as it is for sex. The main idea is that consent is about agreeing to do something, in terms of sexual relationships the consequences for one person continuing with an act when another has not consented is that this becomes sexual assault. You do not need to use the word rape with young children; just to say it is another type of unwanted touch will suffice, reinforcing the right to say no. Stress that, in terms of consent, not saying no is not the same as saying yes. Consent is saying yes when you have the opportunity and ability to say no – therefore coercion, threats, substance abuse etc. may take away this ability to say no. This may also raise issues about domestic abuse that a child has witnessed and the context of healthy relationships and a balance of power must be stressed at all times.



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