

**KS1 -
Parent Work shop
Effective Delivery of
Healthy Relationships
and Sex Education in
Primary School
June 2019**

▶ What is your first memory of HRSE?

*This could either be delivering or receiving
(you will not need to feed this back)*

Aims of the workshop

- ▶ To share the new scheme of work we have in place to teach 'Healthy Relationships and Sex Education'
- ▶ To share the resources we will use with your children in school
- ▶ To explain why we have changed to a new scheme of work

Ground Rules/Group agreement

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- ▶ Respect each other
- ▶ Openness
- ▶ Confidentiality
- ▶ Kindness
- ▶ Right to pass
- ▶ Right to speak
- ▶ Right to express views
- ▶ Responsibility to listen
- ▶ Participate when you feel comfortable
- ▶ It's ok to ask questions
- ▶ Use scientific/respectful language
- ▶ No personal questions/information

What is SRE?

“Sex and relationships education (SRE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. 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.”

Sex Education Forum (www.sexeducationforum.org.uk)

Why is RSE so important?

- ▶ It ensures that universal language is spoken by all
- ▶ It promotes healthy relationships
- ▶ It allows pupils to understand human sexuality, learn to respect themselves and others, and recognise their responsibility in terms of making well-informed decisions about their lives
- ▶ It gives more awareness to Child Sexual Exploitation and grooming - links to e-safety

Legislation and Guidance

- ▶ All schools must provide a 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.’ (***Education Act 2002 and Academies Act 2010***)
- ▶ Under the ***Children’s Act 2004*** maintained schools also have a statutory duty to promote children and young people’s well-being - SRE can contribute to this duty
- ▶ Under the ***Equality Act 2010*** schools are expected to fulfil the general duties of this act, which are to:
 - eliminate unlawful discrimination, harassment and victimisation
 - advance equality of opportunity
 - foster good relations
 - Schools are expected to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

SRE Specific Legislation and Guidance

- There is further legislation under the ***Education Act 1996*** and the ***Learning & Skills Act 2000***, which details specific requirements for the teaching of SRE, which includes:
 - ▶ The sex education elements of the National Curriculum Science Order are mandatory for all pupils of primary and secondary school age
 - ▶ All maintained schools must have an SRE policy approved by governors
 - ▶ ***DfEE SRE Guidance 2000*** remains current government guidance
 - ▶ Parents have a right to withdraw their child from any school SRE taught outside the statutory Science curriculum

‘Inspecting safeguarding in early years, education and skills settings from September 2015’. Safeguarding action may be needed to protect children from:

- ▶ Neglect; physical abuse; sexual abuse; emotional abuse
- ▶ Bullying, including online bullying and prejudice-based bullying
- ▶ Racist, disability and homophobic or transphobic abuse
- ▶ Gender-based violence/violence against women and girls
- ▶ Radicalisation and/or extremist behaviour
- ▶ Child sexual exploitation and trafficking
- ▶ The impact of new technologies on sexual behaviour, for example sexting
- ▶ Teenage relationship abuse
- ▶ Substance misuse
- ▶ Issues that may be specific to a local area or population, for example gang activity and youth violence
- ▶ Domestic violence
- ▶ Female genital mutilation
- ▶ Forced marriage
- ▶ Fabricated or induced illness
- ▶ Poor parenting, particularly in relation to babies and young children
- ▶ Other issues not listed here but that pose a risk to children, young people and vulnerable adults.

National Curriculum for Science

Key Stage 1 (age 5-7 years)

Year 1 pupils should be taught to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2 pupils should be taught to:

- ▶ Notice that animals, including humans, have offspring which grow into adults
- ▶ Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11 years)

Year 5 pupils should be taught to:

- ▶ Describe the life process of reproduction in some plants and animals
- ▶ Describe the changes as humans develop to old age

Year 6 pupils should be taught to:

- ▶ Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Terminology Activity

SRE Policy

We have written a new policy which is being ratified by the Governors. When it has been approved, it will go on to the website.

What should be delivered when?

Can you sort through the topics and match them to the year group you think this should be taught in.

reception

year 1

year 4

year 2

year 5

year 3

year 6

CWP Curriculum Overview

Reception Our Lives

Lesson 1: Our Day

Lesson 2: Keeping Ourselves Clean

Lesson 3: Families

Year 1 Growing and Caring For Ourselves

Lesson 1: Keeping Clean

Lesson 2: Growing and Changing

Lesson 3: Families and Care

Year 2 Differences

Lesson 1: Differences: Boys and Girls

Lesson 2: Differences: Male and Female

Lesson 3: Naming the Body Parts

Year 3 Valuing Difference and Keeping Safe

Lesson 1: Differences: Male and Female

Lesson 2: Personal Space

Lesson 3: Family Differences

Reception

Our Lives EYFS

Scheme of Work

Word Box: Dress, undress, clean, smelly, flannel, sponge, towel, hands, toothpaste, toothbrush, hairbrush, comb, family, mum, dad, brother, sister, grandma, grandad, stepmum, stepdad.

Early Learning Goals Prime Areas	Learning Intentions and Learning Outcomes	Title	Resources
Physical Development Health and self-care	<p>Learning Intention To consider the routines and patterns of a typical day</p> <p>Learning Outcomes Understand some areas in which the children can look after themselves e.g. dressing and undressing</p>	Lesson 1 Our Day	Glove puppet Our Day pictures
Physical Development Health and self-care	<p>Learning Intention To understand why hygiene is important</p> <p>Learning Outcomes Explain why it is important to keep clean Understand some basic hygiene routines</p>	Lesson 2 Keeping Ourselves Clean	<p>Glove puppet Items related to hygiene, e.g. flannel, sponge, towel, toothbrush, toothpaste, shampoo, soap, comb, brush Keeping Clean pictures <i>The Smelly Book</i>, Babette Cole</p> <p>Additional Activities Anatomically correct dolls Suggested reading: <i>The Boy Who Hated Toothbrushes</i>, Zehra Hicks</p>
Personal, Social and Emotional Development Making Relationships	<p>Learning Intention To recognise that all families are different</p> <p>Learning Outcomes Identify different members of the family Understand how members of a family can help each other</p>	Lesson 3 Families	<p>The Family Book, Todd Parr Families pictures Paper for drawing pictures</p> <p>Additional Activities Suggested reading: <i>All Kinds of Families!</i> Mary Ann Hoberman <i>I'll take you to Mrs Cole</i>, Nigel Gray</p>

Scheme of Work

Word Box: Clean, similar, different, family, boy, girl, male, female, private parts, penis, vagina

**PSHE Programme of Study
Core Theme 1:
Health and Wellbeing**

- the importance of and how to maintain personal hygiene
- about the process of growing from young to old and how people's needs change
- the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls
- about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them

Learning Intentions and Learning Outcomes

Learning Intention
To understand some basic hygiene principles
Learning Outcomes
Know how to keep clean and look after oneself

Learning Intention
To introduce the concept of growing and changing
Learning Outcomes
Understand that babies become children and then adults
Know the differences between boy and girl babies

Learning Intention
To explore different types of families and who to ask for help
Learning Outcomes
Know there are different types of families
Know which people we can ask for help

Lesson Title

Lesson 1
[Keeping Clean](#)

Lesson 2
[Growing and Changing](#)

Lesson 3
[Families and Care](#)

Resources

Talking object
Story bag containing sponge, toothbrush and soap (and a school jumper or shirt if available)
[Keeping Clean pictures](#)

Talking object
Story bag containing [Pictures of newborn babies](#)
[Lifecycle picture cards](#)
[Lifecycle word cards](#)
[Lifecycle whiteboard summary](#)

Talking object
Story bag - containing plaster and skipping rope
[Families pictures](#)
The Family Book, Todd Parr
Additional Activities
Suggested reading:
Happy Families, Allan Ahlberg
Who's in a Family? Robert Skutch

Year 2

Differences Key Stage 1

Scheme of Work

Word Box: Similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vagina

PSHE Programme of Study Core Theme 1: Health and Wellbeing

- about the process of growing from young to old and how people's needs change
- the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls

Science Attainment Targets

- notice that animals, including humans, have offspring which grow into adults

Learning Intentions and Learning Outcomes

Learning Intention

To introduce the concept of male and female and gender stereotypes
To identify differences between males and females

Learning Outcomes

Understand that some people have fixed ideas about what boys and girls can do
Describe the difference between male and female babies

Lesson Title

Lesson 1

[Differences: Boys & Girls](#)

Resources

2 large PE hoops
[Boy/Girl/Both labels](#)
Bag of objects and clothing to explore male and female or [Pictures of objects and clothing Clothed Babies picture cards](#)
[Clothed Babies whiteboard summary](#)
[Pictures of newborn babies](#)

Additional Activities

Recommended reading:
Happy Families, Allan Ahlberg,
Princess Smartypants, Babette Cole
William's Doll, Charlotte Zolotow
Amazing Grace, Mary Hoffman and Caroline Binch

Learning Intention

To explore some of the differences between males and females and to understand how this is part of the lifecycle

Learning Outcomes

Describe some differences between male and female animals
Understand that making a new life needs a male and a female

Lesson 2

[Differences: Male and Female](#)

Talking object

[Pictures of male and female animals](#)
[Cats and Kittens worksheet](#)
Anatomically correct toy farm animals
www.toysnfun.co.uk

Learning Intention

To focus on sexual difference and name body parts

Learning Outcomes

Describe the physical differences between males and females
Name the male and female body parts

Lesson 3

[Naming the Body Parts](#)

2 large PE Hoops

[Hoop labels](#)
[Body Parts picture cards](#)
[Female x-ray picture](#)
[Body Parts worksheet](#)

Additional Activities

Recommended reading:
Cinderella's Bum, Nicholas Allan
Shapesville, Andy Mills
It's OK to be Different, Todd Parr

Exploring resources

Creating a safe and positive learning environment

- ▶ Establishing effective ground rules.
- ▶ Child protection and confidentiality.
- ▶ Determining learning needs.
- ▶ Dealing with spontaneous issues.
- ▶ Managing sensitive and controversial issues.
- ▶ Being impartial in the provision of information, advice and guidance.