

Teacher Guide

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Introduction

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Teaching RSE with Confidence in Primary Schools is a comprehensive and inclusive resource for teachers and other professionals working in a primary school setting. This 5th edition has been updated to meet the requirements of Statutory Guidance released from the Department for Education on Relationships Education, Relationships and Sex Education (RSE) and Health Education, Regulation 2019.

This resource is designed to be used in Reception through to Year 6 and includes an overview of a spiral curriculum for RSE, schemes of work and lesson plans that combine a range of teaching styles and active learning techniques. All lesson plans include links to stimulating teaching and white board materials. These materials have been used to help train thousands of teachers to teach RSE with confidence. Every unit has been taught in a variety of school settings and has been enthusiastically received by teachers and pupils.

Our aim is to improve the quality of RSE through increasing teacher confidence in planning, delivery and assessment. CWP have been awarded the PSHE Association Quality Mark for this resource.

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**

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resources

Mapping CWP Curriculum to Statutory Guidance

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Relationships Education, Relationships and Sex Education (RSE) and Health Education

Suggested outcomes: <i>Pupils should know</i>		CWP lesson
RELATIONSHIPS EDUCATION		
Families and people who care for me		
1a	that families are important for children growing up because they can give love, security and stability.	Reception lesson 3 Year 1 lesson 3 Year 3 lesson 3 Year 6 lesson 2
1b	the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	Year 1 lesson 3 Year 3 lesson 3 Year 6 lesson 2
1c	that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	Year 1 lesson 3 Year 3 lesson 3 Year 6 lesson 3 Additional Lesson Respect & Equality
1d	that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.	Year 1 lesson 3 Year 3 lesson 3 Year 6 lesson 2 & 3
1e	that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	Year 6 lesson 3
1f	how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	Year 1 lesson 3 Year 3 lesson 3 Year 6 lesson 2 Additional Lesson FGM
Caring friendships		
2a	how important friendships are in making us feel happy and secure, and how people choose and make friends.	Reception lesson 1 & 3 Year 6 lesson 2
2b	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	Year 4 lesson 3 Year 6 lesson 2
2c	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	Reception lesson 1 Year 4 lesson 3 Year 6 lesson 2 Additional Lesson Respect & Equality
2d	that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	Reception lesson 2 Year 4 lesson 3
2e	how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	Year 1 lesson 3 Year 3 lesson 2 Year 4 lesson 3 Additional Lesson Respect & Equality

Respectful relationships		
3a	the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.	Reception lesson 3 Year 1 lesson 1 Year 2 lesson 1 & 2 Year 3 lesson 1 Year 4 lesson 3 Additional Lesson Respect & Equality
3b	practical steps they can take in a range of different contexts to improve or support respectful relationships.	Year 3 lesson 2 Year 4 lesson 3 Year 6 lesson 2 Additional Lesson Respect & Equality
3c	the conventions of courtesy and manners.	Embedded through use of groundrules and circle time
3d	the importance of self-respect and how this links to their own happiness.	Year 3 lesson 2 Year 4 lesson 3 Year 6 lesson 2 Additional Lesson Respect & Equality
3e	that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.	Year 1 Lesson 1 Year 4 lesson 3 Embedded through group agreement
3f	about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	Year 3 lesson 2 Year 4 lesson 3
3g	what a stereotype is, and how stereotypes can be unfair, negative or destructive.	Year 2 Lesson 1 Additional Lesson Respect & Equality
3h	the importance of permission-seeking and giving in relationships with friends, peers and adults.	Year 4 lesson 3 Year 6 lesson 2
Online Relationships		
4a	that people sometimes behave differently online, including by pretending to be someone they are not.	Year 6 lesson 4
4b	that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.	Year 4 lesson 3 Year 6 lesson 4
4c	rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	Year 6 lesson 4
4d	how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	Year 4 lesson 3 Year 6 lesson 4
4e	how information and data is shared and used online.	Year 6 lesson 4
Being safe		
5a	what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	Year 3 lesson 2 Year 6 lesson 2 & 4
5b	about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	Year 3 lesson 2 Year 6 lesson 2 & 4 Additional Lesson FGM

5c	that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	Year 3 lesson 2 Year 6 lesson 2 Additional Lesson FGM
5d	how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	Year 1 Lesson 3 Year 3 lesson 2 & 3 Year 6 lesson 2 & 4
5e	how to recognise and report feelings of being unsafe or feeling bad about any adult.	Year 1 Lesson 3 Year 3 lesson 3 Year 6 lesson 2 & 4 Additional Lesson FGM
5f	how to ask for advice or help for themselves or others, and to keep trying until they are heard.	Year 3 lesson 2 & 3 Additional Lesson FGM
5g	how to report concerns or abuse, and the vocabulary and confidence needed to do so.	Year 3 lesson 2 & 3 Year 6 lesson 4 Additional Lesson FGM
5h	where to get advice e.g. family, school and/or other sources.	Year 3 lesson 3 Year 6 lesson 4 Additional Lesson FGM
HEALTH EDUCATION		
Mental wellbeing		
6a	that mental wellbeing is a normal part of daily life, in the same way as physical health.	Year 4 lesson 2 Year 5 lesson 3
6b	that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	Reception lesson 1 & 2 Year 1 lesson 1 & 3 Year 4 lesson 2 Year 5 lesson 3
6c	how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	Reception lesson 1 & 2 Year 1 lesson 1 & 3 Year 4 lesson 2 Year 5 lesson 1 & 3 Year 6 lesson 1 Additional activity
6d	how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	Year 4 lesson 2 Year 5 lesson 1 & 3 Year 6 lesson 1 Additional activity
6e	the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	Year 5 lesson 3 Year 6 lesson 1 Additional activity
6f	simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	Year 4 lesson 2 Year 5 lesson 1 & 3 Year 6 lesson 1 Additional activity
6g	isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	Reception lesson 1 Year 6 lesson 1 Additional activity
6h	that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	Year 6 lesson 4

6i	• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).	Year 6 lesson 1 Additional Activity Year 6 lesson 4
6j	• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough	Year 6 lesson 1 Additional Activity
Internet safety and harms		
7a	• that for most people the internet is an integral part of life and has many benefits.	While many of the suggested outcomes are touched on in this resource, we advise that schools continue to use a stand-alone scheme on internet safety such as www.thinkuknow.co.uk
7b	• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing.	
7c	• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.	
7d	• why social media, some computer games and online gaming, for example, are age restricted.	
7e	• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.	
7f	• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.	
7g	• where and how to report concerns and get support with issues online.	
Changing adolescent body		
8a	• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	Year 4 lesson 1 & 2 Year 5 lesson 1, 2 & 3 Year 6 lesson 1 Year 6 lesson 1 Additional Activity
8b	• about menstrual wellbeing including the key facts about the menstrual cycle.	Year 4 lesson 2 Year 5 lesson 1, 2 & 3 Year 6 lesson 1
Additional Guidance - Menstruation		
9a	The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, schools should also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products. Schools will need to consider the needs of their cohort of pupils in designing this content.	Year 4 lesson 2 Year 5 lesson 1, 2 & 3

Non – statutory Sex Education		
10a	The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born. As well as consulting parents more generally about the school's overall policy, primary schools should consult parents before the final year of primary school about the detailed content of what will be taught	This resource forms a spiralling curriculum of Relationships and Sex Education. We feel that on the whole the Sex Education element of the resource is in line with the science curriculum. Lessons on puberty form part of statutory Health Education. The exception would be sessions in year 6 which include age appropriate discussions on adult sexuality and how a baby is conceived and born. Parents would need to be given the right to excuse their children from these lessons.
National Curriculum Science		
S1	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 1 Lesson 2 Year 2 Lesson 3
S2	Year 2 pupils should be taught to: notice that animals, including humans, have offspring which grow into adults	
S3	describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	
S4	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	Year 4 lesson 1 & 2
S5	describe the changes as humans develop to old age	Year 4 lesson 1 & 2 Year 6 lesson 3
S6	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	Year 6 lesson 3

The Education Act 2002 sets out the statutory duties which all schools, including academies, are required to meet: 'Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life'

The DfE released statutory guidance in June 2019 under sections 34 and 35 of the Children and Social Work Act 2017. The guidance covers Relationships and Sex Education (RSE), Relationships Education and Health Education. This new guidance replaces the DfE Sex and Relationships Education Guidance from 2000.

The statutory guidance will become mandatory in September 2020. Schools not already delivering a programme of PSHE including RSE are advised to start following it from 2019. The expectations on schools are as follows:

- Relationships Education will be compulsory in all primary schools (or those pupils receiving primary education) – this includes academies, free schools and independent schools
- Relationships and Sex Education will be compulsory in all secondary schools (or those pupils receiving secondary education) – this includes academies, free schools and independent schools
- Health Education will be compulsory in all primary and secondary schools (or those pupils receiving primary or secondary education) – this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools

NB - The DfE recommends that all primary schools have a sex education programme. The programme must be clearly stated in the school policy and parents should be consulted. Sex Education (apart from aspects of the science curriculum) is not compulsory in primary schools.

Coordination

The Lead Teacher will need to work alongside colleagues in related curriculum topics such as Citizenship, Science, Computing and PE to ensure that content is not being duplicated and also the SENCO to ensure that all pupils are able to access the curriculum.

Policy

All schools must have a policy for RSE. Policies should be developed in consultation with parents, pupils and teachers. The policy must be up to date, freely available and published on the school website.

SEND Pupils

Schools should ensure the content of the curriculum is accessible to all pupils which may mean that differentiated resources are required. Pupils with SEND can be more vulnerable to exploitation, bullying and other issues. Schools must take in to consideration the 'Preparing for Adulthood' Outcomes from the SEND code of practice.

Religion and Belief including Faith Schools

All teaching must reflect the law as it applies to relationships and schools must comply with the relevant provisions of the Equality Act (2010). Schools with a religious character can teach about their distinctive faith perspectives on relationships.

Parents

Schools should ensure that parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education in addition to statutory Relationships Education and Health Education unless it forms part of the science national curriculum. The right to withdraw will now be referred to as 'the right to be excused'. The school must respect the parent's wish to withdraw their child up to and until three terms before the child turns 16 at which point it is the child's decision whether to take part in these lessons. It is a good idea to encourage parents/carers to visit the school to view materials and discuss any concerns. Quite often, when parents review the materials and aims of the lessons they realise that there is no need to withdraw their child from RSE.

Teaching RSE with Confidence in Primary Schools has been mapped to the science curriculum, Relationships Education and Health Education guidance. Some lessons, mainly in year 6, contain elements of age appropriate sex education that are non-statutory (for example, how a baby is conceived) which parents/carers could withdraw their children from.

Ofsted

Key aspects of Relationships Education, RSE and Health Education are in scope for Ofsted inspection; for example, through inspectors' consideration of pupils' personal development, behaviour and welfare; and pupils' spiritual, moral, social and cultural development. Ofsted look to see that schools are doing all they can to protect young people from mistreatment and that schools are taking action to ensure young people have the best outcomes. A well planned RSE programme will develop the skills, values and behaviours in young people at your school that contribute to the key judgements on 'Behaviour and Attitudes' and 'Personal Development' from Ofsted's Education Inspection Framework 2019.

Tips for teaching RSE with confidence

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Below are some comments teachers have made to us about why they lack the confidence to teach RSE:

- *What will the parents say if I teach RSE?*
- *Our governors may not approve*
- *I'm worried about the type of questions pupils may ask*
- *Suppose the children ask me personal questions?*
- *I don't know what language to use*
- *We have a number of religious and cultural beliefs at our school, how can we be respectful of all of them?*
- *Is it ok to talk about same sex relationships?*
- *How do I know what is appropriate to teach?*

CWP respond with the following tips:

- Check your school has an up-to-date policy for RSE, this should be approved by governors and parents/carers and will include information on the content and organisation of RSE
- Develop ground rules for RSE with the whole class, refer to them regularly and encourage the pupils to do so
- Use distancing techniques such as pupil questions, case studies and problem pages to help pupils avoid personalising issues
- Agree as a class not to ask personal questions
- Admit if you do not know an answer to a question and find out the answer later
- If a child's question seems inappropriate, agree to discuss it later with the child individually, rather than with the whole class
- Discuss religious and cultural beliefs with the pupils – avoid making assumptions
- Talk about sexuality without promoting any one kind of relationship

Teaching Materials

All CWP lessons have a clear structure and are age appropriate. They are designed to demonstrate a wide range of teaching methodologies to equip teachers with the skills to deliver excellent RSE. The lesson plans have clear aims and learning outcomes with suggested additional activities and accompanying resources.

Starting with the overview of the RSE curriculum, teachers can follow the schemes of work for Years R – 6. Each year group has a set of 3 interconnected lesson plans together with hyperlinked materials and whiteboard resources. All materials can be downloaded for printing where necessary. Any resources that are not hyperlinked need to be provided by the teacher.

Assessing Needs

As a first step towards the delivery of RSE with a year group teachers are encouraged to carry out a basic needs assessment with their class in order to identify an appropriate curriculum for the group. This is particularly relevant in Year 5 and 6, where some children will have already started puberty and therefore may need more targeted information to address specific issues.

Teachers may also wish to consider other issues such as: the gender balance in the class, ethnic origin and cultural values, literacy levels, learning styles, language skills and other special educational needs.

Pupil questions: set up a question box and invite the class to write down any questions they may have about sex and relationships.

Puberty 'Draw and Write': ask the class to make a drawing using pictures and words to show the physical and emotional changes they think may happen to them as they grow from a child into a teenager.

Using Stories: read a story to the class about changes. Use the discussion to explore what they know and understand about puberty.

Mind Maps: make a mind map relating to the themes of the lessons.

- Reception Friendships
- Year 1 Growth and change
- Year 2 Differences between male and female animals
- Year 3 Keeping Safe
- Year 4 Lifecycles
- Year 5 Puberty
- Year 6 Reproduction

Use the mind map to establish what the children know before the RSE lessons are taught.

Assessing Learning

Following the delivery of the lessons teachers may want to assess the knowledge and understanding pupils have gained from the RSE programme. It can also be useful for pupils to evaluate their own experience and this can inform the teachers' assessment. Worksheets and evaluations can be added to pupils' PSHE folders. The following are suggested tools for informal assessment; these can provide insight into the understanding and knowledge gained.

Reception and Year 1: Verbal go-rounds at the end of each lesson give an indication of what individual pupils have learnt.

Year 2: Cats and Kittens Worksheet Lesson 2 Activity 4

Ensure the children understand the meaning of the words male, female, kitten and teats and write these words on the board. Ask the children to draw a picture of Mogsy the cat feeding her kittens and use the words to label the picture.

Simon Says Game Year 2 Lesson 3 Activity 2

As a whole class use a 'Simon Says' format to review the learning about males and females. All the males put your hands on your head or All the females point at the ceiling and so on. Catch the children out by giving a command without identifying the sex; e.g. Put your hand up.

Years 2 and 3: Body Parts worksheet Year 2 Lesson 3 Activity 5

At tables, ask the children to individually complete the Body Parts worksheet by matching the words for body parts to the drawings. Children can also draw pictures of the body parts next to the words on the worksheet.

Year 4: Body Changes worksheet Year 4 Lesson 2 Activity 5

Individually complete the Body Changes worksheet; feedback answers with the whole class, correcting any misunderstandings.

Year 5: Kim's Game Year 5 Lesson 3 Activity 2

Ask the class to draw and label the objects from the Kim's Game activity. Write a list of objects on the board to support this.

Year 5 and 6: Puberty 'Draw and Write'

Ask each child to make a drawing using pictures and words to show the physical and emotional changes they think will happen to them as they grow from a child into a teenager. This activity is also suggested as a needs assessment; it can work equally well as an assessment/evaluation tool if it has not been used previously.

Writing a Letter

Children could write a letter giving advice for one of the Puberty Problem Page Letters, Year 5 Lesson 3 or Year 6 Lesson 1.

Year 6: Conception and Pregnancy Quiz Year 6 Lesson 3

In pairs, complete the Conception and Pregnancy quiz. As a whole class, answer the questions.

All year groups: Go-Rounds

Closing rounds such as *Something I have learned that I did not know before...* can be useful for all year groups as a means of reviewing knowledge and understanding, particularly at the end of the last lesson. Pairing and sharing ideas before the round can help to generate responses. CWP lessons often end with a closing round, if this is not the case teachers can always follow up with a round after the lesson. The children's responses can be recorded by the teachers, the teaching assistant or written down by the children themselves. If a needs assessment has been carried out prior to RSE delivery, teachers can compare the children's knowledge and understanding before and after RSE.

Mind Maps

If a mind map was used for needs assessment, add further ideas to the map at the end of a lesson or when the whole unit has been completed. Ideas can be added in a different colour to indicate children's knowledge before and after the RSE lessons.

Useful Websites

www.cwpresources.co.uk

www.pshe-association.org.uk

www.sexeducationforum.org.uk

www.kidshealth.org

www.ChildLine.org.uk