

**KS 1**

# **RSE Solution**

**Resource for teaching  
Relationships and Sex Education**

## Understanding what makes RSE effective

**High quality, effective RSE is dependent on a number of factors.**

**It should be:**

**Realistic:** Pupils benefit from teaching strategies and resources that reflect accurate information. Using strategies that could evoke shock, guilt or shame does not contribute to enabling pupils to make healthy choices for themselves. This resource utilises teaching strategies that draw out relevant issues by asking pupils to self-identify their knowledge, opinions and concerns relevant to each topic. The deliberate minimal use of photographic resources enables pupils to engage in the materials without viewing them as dated or irrelevant to their faith, gender or culture.

**Relevant:** Pupils need to be taught the information, skills and range of opinions on each topic before they are faced with a situation in which it is needed. The 'too little, too late' approach to RSE fails the basic human rights of a child or young person by leaving them vulnerable to abuse, more likely to engage in risk taking behaviours, lacking in knowledge about their rights and living with questions, concerns or worries but not knowing how to safely seek information and support.

**Accessible:** All pupils need to be able to engage fully with RSE lessons, irrespective of their academic abilities, preferred learning styles, lived experiences, faith, values, and special educational needs. It is important to ensure RSE lessons do not rely on literacy-based tasks, contain a range of teaching strategies and are appropriately paced to ensure pupils have the opportunity to absorb and process information, foster values and skills, whilst ensuring maximum progress is made.

**In small groups:** Pupils are more likely to engage in RSE learning if they are able to work in smaller groups. This may not be possible to achieve within a classroom environment. Dividing classes into smaller table groups whilst the lesson progresses will support pupils to engage fully with the learning opportunities. It may be helpful for a TA to deliver some elements of the RSE curriculum as targeted lessons. This will enable the resource to be appropriately facilitated for pupils with SEN, where the activities may need additional explanation, a slower pace or more concrete teaching approaches.

**Positive:** Pupils do not benefit from an approach that teaches RSE with a focus on risk and negative outcomes. Whilst pupils do need to have an awareness of risk, an approach that talks positively about healthy, fulfilling relationships based on trust, respect and communication are more likely to delay risk taking behaviours and first sexual encounters later in their life, ensuring pupils are better prepared and aware of the benefits of aspiring to enjoy healthy and respectful relationships.

**Non-judgemental:** Effective RSE does not impose values, beliefs and opinions onto impressionable children but provides a safe space for them to explore and develop their own, whilst understanding those of their peers and respecting that these may differ from their own. Faith schools may teach RSE in accordance with the tenets of their faith, without causing pupils to feel negatively about their individual opinions, family lives or lifestyle choices.





## Year group R

| My feelings   | My body                 | My relationships                          | My beliefs                          | My rights and responsibilities  | Asking for help  |
|---|-------------------------|---|-------------------------------------|---|--|
| How feelings are expressed, words to describe feelings and simple strategies for managing feelings. | Basic personal hygiene. | Celebrating similarities and differences. | Likes, dislikes and making choices. | Personal privacy.<br>The right to keep some things private.<br>Respecting other people's privacy. | Special people, what makes them special and how special people care for one another. |



## Year group one

| My feelings  | My body   | My relationships   | My beliefs   | My rights and responsibilities   | Asking for help   |
|--|---|--|--|--|---|
| Recognising how others show feelings and how to respond. | Naming the main parts of the body, including external genitalia using scientific terms. | Listening to other people, playing and working cooperatively.<br>Resolving simple arguments through negotiation. | Celebrating similarities and differences between people. | The right to be protected from diseases, and the responsibility to protect others. | The people who look after us.<br>Who to go to if you are worried, and how to attract their attention. |



## Year group two

| My feelings  | My body                               | My relationships                                       | My beliefs  | My rights and responsibilities   | Asking for help   |
|--|---------------------------------------|--|---|--|---|
| Recognising and celebrating strengths and achievements.<br>Setting simple but challenging goals. | Growing and changing throughout life. | Understanding that bullying is wrong and unacceptable. | Different families.<br>Understanding there has never been and will never be another them. | Judging what kind of physical contact is acceptable, comfortable and uncomfortable and how to respond. | The difference between secrets and surprises, and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid. |

