



KS 2

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.



Y3**Year group three**

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to high self-esteem.	Pupils know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness.	Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships.	Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy, or one way to be a girl.	Pupils understand the right to protect their body from unwanted touch.	Pupils can identify the difference between secrets and surprise, knowing when it is right to break confidence and share a secret.

Y4**Year group four**

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond.	Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.	Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.	Pupils recognise differences and similarities between people arise from a number of factors Inc. family and personal identity.	Pupils know marriage is a commitment freely entered into by both people, and that no one should marry if they don't absolutely want to or are not making the decision freely for themselves.	Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.



Y5

Year group five

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can anticipate how their emotions may change as they approach and move through puberty.	Pupils can anticipate how their body may change as they approach and move through puberty.	Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships.	Pupils know the correct terms associated with gender identity and sexual orientation, and the unacceptability of homophobic and transphobic bullying.	Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared without their permission.	Pupils have considered how to manage accidental exposure to explicit images, and upsetting online material, including who to talk about what they have seen.

Y6

Year group six

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can recognise how images in the media, including online do not always reflect reality, and can affect how people feel about themselves.	Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female organs.	Pupils realise the nature and consequences of discrimination, including the use of prejudice based language.	Pupils know some cultural practices are against British law and universal human rights, including female genital mutilation (FGM).	Pupils have an awareness that infections can be shared during sexual intercourse, and that a condom can help prevent this.	Pupils develop the confidence and skills to know when, who and how to ask for help independently, or with support.

