



Teaching RSE (Relationships and Sex Education) at Halsford Park Primary School.

At Halsford Park Primary School, teachers will be teaching the RSE units of work three terms a year, during the second half of the Autumn, Spring and Summer terms.

The Importance of RSE

The opening paragraph of the Department for Education guidance states: "Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way." We believe this is at the heart of the RSE teaching at Halsford Park and have developed a policy that reflects this.

The RSE Policy at Halsford Park states the following aims: (The policy can be found on the school website)

- Provide a framework, tailored to our community in which sensitive discussions can take place.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

What must primary schools teach in Relationships Education, Health Education and Sex Education?

From September 2020, Relationships and Health Education are compulsory in all primary schools in England. For primary aged children this includes curriculum content under two headings (DfE 2019):

Relationships Education

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Health Education

- Mental wellbeing
- Internet safety and harms
- Changing adolescent body

The Christopher Winter Project

Teaching RSE
with Confidence
in Primary Schools

Reception to Year 6
Lesson plans and resources

Teaching RSE at Halsford Park Primary School.

The school will be using the Christopher Winter Project – Teaching RSE with Confidence in Primary Schools.

This 5th edition of *Teaching RSE with Confidence in Primary Schools* reflects recent developments in PSHE and the Statutory Guidance for Relationships Education, RSE and Health Education.

These resources are West Sussex approved.

The Christopher Winter Project have devised new lessons which increase the focus on families, relationships, safeguarding and keeping children safe. This resource encourages children to develop the skills of listening, empathy, talking about feelings and relationships with families and friends.

In Reception we focus on families and friendships. From Year 1 children will learn the names of the body parts, the differences between males and females and the ways in which they will develop and grow. Importantly, they will also learn to recognise unsafe and risky situations and to ask for help.

The curriculum continues to develop their knowledge and skills as they learn about the physical and emotional changes of puberty and about reproduction.

In Year 6 we have added an extra lesson on internet safety and communication in relationships.

The materials have been used to 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.

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: **Boys and Girls**
Lesson 2: **Male and Female**
Lesson 3: **Naming the Body Parts**

Year 3
Valuing Difference and Keeping Safe
Lesson 1: **Male and Female**
Lesson 2: **Personal Space**
Lesson 3: **Family Differences**

Year 4
Growing Up
Lesson 1: **Growing and Changing**
Lesson 2: **What is Puberty?**
Lesson 3: **Puberty Changes and Reproduction**



Year 5
Puberty
Lesson 1: **Talking about Puberty**
Lesson 2: **Male and Female Changes**
Lesson 3: **Puberty and Hygiene**

Year 6
Puberty, Relationships and Reproduction
Lesson 1: **Puberty and Reproduction**
Lesson 2: **Conception and Pregnancy**
Lesson 3: **Communicating in Relationships**

Whole School
Overview

Further information can be found in the RSE policy, which can be found on the school website under 'Curriculum'.

What do I do if I have questions about the RSE?

At Halsford Park, we welcome parent/carer communication. If you have further questions about the content of the RSE that your child will be receiving, in the first instance, please speak to your child's teacher. All questions or concerns will be answered before the lessons are taught.

Can I withdraw my child from the RSE lessons?

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Blackwell Primary we teach RSE as set out in this policy.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

This form, and the discussion following, should be placed on CPOMS.

Alternative work will be given to pupils who are withdrawn from sex education.

We believe that this learning is an important part of safeguarding children, as knowledge empowers them. We teach them about how to stay safe and also understand the changes regarding puberty, whilst also understanding why their bodies change.

Often, when parents and carers find out what is in the curriculum, their fears are allayed as they can appreciate it is in the best interests of their child's lifelong learning and safeguarding.

The following pages outline the lesson content and resources for Year 3. These lessons have been designed to build on the learning the children have done in previous years.

RSE in Year 3 at Halsford Park Primary School.

These
detail the
statutory
elements.

This is the vocabulary that will
be used in this unit of work.

<div>Year 3</div> <div>Valuing Difference and Keeping Safe Key Stage 2</div>			
Scheme of Work		Word Box: Stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vagina, womb, family, fostering, adoption, relationship	
PSHE Programme of Study Core Theme 1: Health and Wellbeing <ul style="list-style-type: none"> the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong Core Theme 2: Relationships <ul style="list-style-type: none"> to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage to judge what kind of physical contact is acceptable or unacceptable and how to respond 	Learning Intentions and Learning Outcomes Learning Intention To explore the differences between males and females and to name the body parts Learning Outcomes Know some differences and similarities between males and females Name male and female body parts using agreed words	Lesson Title Lesson 1 Differences: Male and Female	Resources Clothed Babies picture cards Pictures of male and female bodies Male and female matching cards Additional Activities <i>Cinderella's Bum</i> , Nicholas Allan <i>Shapesville</i> , Andy Mills <i>Let's Grow with Nisha and Joe</i> , fpa www.fpa.org.uk/Shop
	Learning Intention To consider touch and to know that a person has the right to say what they like and dislike Learning Outcomes Identify different types of touch that people like and do not like Understand personal space Talk about ways of dealing with unwanted touch	Lesson 2 Personal Space	A bag of textured objects to touch, for example sandpaper, cotton wool, play dough, silky material, a pebble etc. Year 3 Problem Pages
	Learning Intention To explore different types of families and who to go to for help and support Learning Outcomes Understand that all families are different and have different family members Identify who to go to for help and support	Lesson 3 Family Differences	Families pictures Who can I talk to? worksheet <i>The Family Book</i> , Todd Parr Additional Activities <i>Tell Me Again About The Night I Was Born</i> , Jamie Lee Curtis <i>Who's in a Family?</i> Robert Skutch <i>Happy Families</i> , Allan Ahlberg <i>Spark Learns to Fly</i> , Judith Foxon <i>Stranger Danger</i> , Anne Fine

There are 3 lessons.
These will cover the following:

Lesson 1:
Differences: Male and Female

Lesson 2:
Personal Space

Lesson 3:
Family Differences

Girl

Boy

Lesson 1 uses a mixtures of pictures and labels to explore the difference between males and females.

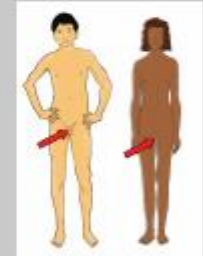


Male and female matching cards

1.
Males and females
have lots of body
parts that are the
same



2.
One difference
between male and
female bodies is
their private
parts



3.
Only females
have a vagina



Year 3 Problem Page

Problem 1

Dear Problem Page,

A boy at my school keeps pushing me over in the playground, he thinks that it is really funny but I don't. I told him to stop but he won't and he says if I tell someone I will be in trouble. What can I do?

J aged 8

Year 3 Problem Page

Problem 2

Dear Problem Page,

My 15 year old cousin babysat for me and my sister the other day. He is really nice and he let us watch what we wanted on TV. When we were watching the telly he kept stroking my hair and I really didn't like it, it didn't feel right. I didn't know what to do and I don't want him to babysit again. What should I do?

M aged 9

Year 3 Problem Page

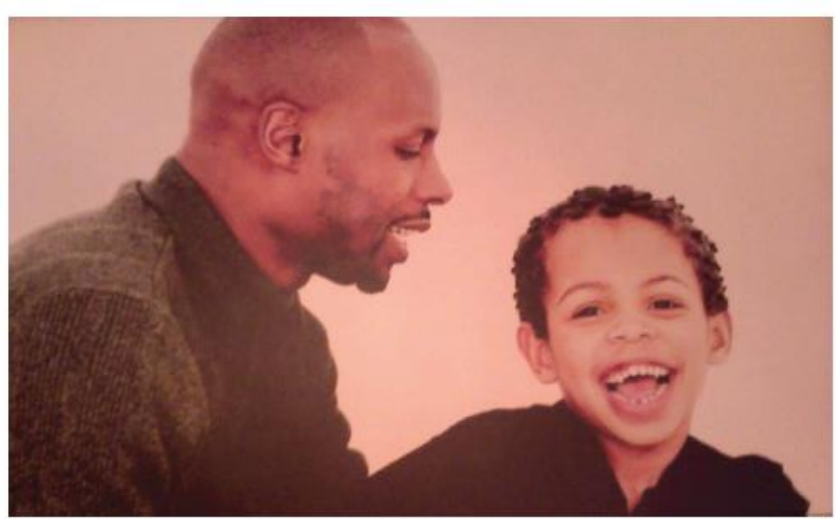
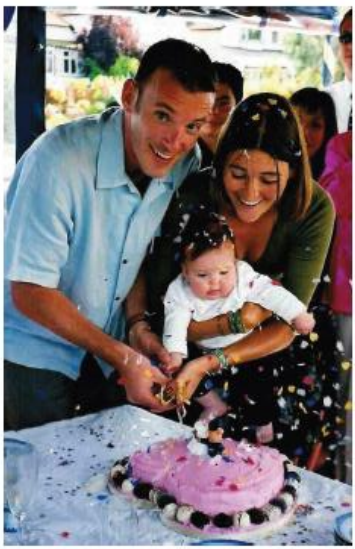
Problem 3

Dear Problem Page,

My mum's friend Jane always grabs me and tickles me and kisses me all over as if I was still a baby. I find it really embarrassing and wish that she would stop. I think that my mum might be annoyed if I said something because Jane is her friend. What should I do?

R aged 8

During lesson 2, these resources will be used to discuss personal space and to consider touch and to know that a person has the right to say what they like and dislike.



During lesson 3, these are the resources that will be used to explore family differences.

