



Rationale for shared teacher guidance in Relationships Education, Relationships and Sex Education and Health Education.

This a guide to how we teach RSE at CAW. In this document you will find the process and strategies we use and the key points that underpin why RSE is such a vital part of what we do at CAW.

The Leadership of Relationships Education, Relationships and Sex Education and Health Education

Quality of Education Lead	Assistant Headteacher	Curriculum Development Lead
Thomas McMorris		Katy Woods

The Teaching of Relationships Education, Relationships and Sex Education and Health Education

Foreword from "Relationships Education, Relationships and Sex Education and Health Education by Department of Education."

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.

In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

When Medium Term Planning for Relationships Education, Relationships and Sex Education and Health Education consider:

Stimuli/Resources	Websites/Staff Server	Planning support from
<p>Each lesson should have a key question at its basis. The children will then apply new or learnt vocabulary and grammatical structures to explore and respond to the question.</p> <p>Pictures, videos and other resources should be used to facilitate discussion and understanding. Which resources used, is carefully considered by staff.</p>	<p>The teaching overview is available on the staff server. Extra guidance and resources will be saved there during the school year and CPD will be offered to ensure all staff have the skills and confidence to teach this subject effectively.</p>	<p>Katy Woods Subject Leader</p> <p>Planning for each lesson should begin with the intended outcome: what do the children need to learn in order to understand and respond to the question asked of them? Consider how all children will be able to develop their skills in each lesson and how best to facilitate the discussions.</p>
SEND Support	<p>When medium term planning, teachers need to consider how best to support all children regardless of attainment. Thought needs to be given to how best to support children to take part in the discussion elements of the lesson as well as task design and appropriate scaffolding.</p> <p>In line with our teaching and learning policy, our most effective way to support children with SEND will be through an effective first wave of teaching. It will be important to consider whether the content of the PSHE lesson will be appropriate for some of our children or if content appropriate for younger years would be needed first. For RSE lessons, consideration needs to be given whether a whole class provision is appropriate or whether small group or one to one sessions would enable to child to develop a greater depth of understanding and give them the opportunity to ask appropriate questions.</p>	





Most effective lessons look like...

There are several additional factors to consider when planning and teaching a unit of RSE:

1. **Why are the lessons always taught in the morning?**

This gives the children the time to process the information given, ask important questions and make disclosures before the end of the school day.

2. **How do we create a safe environment for the lesson to take place in?**

Teachers will need to give themselves time both in the lesson and with the preparation. This means they will know exactly what to say. Teacher will need to be prepared to deal with disclosures, misconceptions and inappropriate comments. The lessons have to be inclusive and a balanced content of information needs to be given to the children. Teachers need to allow plenty of time for discussion to take place in the lessons and give extra time if it is clear children have more to say or there are many misconceptions to address in an age appropriate way. Teachers will have a lengthy discussion with the class about confidentiality and what this means ensuring that children understand secrets are not going to be kept. An ask it basket or a question box is to be used in each year group to give the children have several ways to ask questions. The first session always starts with the class or group writing their own ground rules about what is to happen and what is not to happen in each session. These rules should be referred back to at the start of each subsequent session as a reminder.

3. **What should the class rules include?**

Important things to consider include:

- Respect
- Listen to each other
- Ask questions in a sensible way
- It's ok to feel a little embarrassed
- Right to pass
- Don't use any names
- Tell people at home what we have talked about
- Our discussions stay in the classroom
- Adults may not be able to answer all questions in school

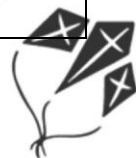
4. **What if you can't or don't want to answer a question during the lesson?**

As teachers, it is important to understand the whole school overview for teaching RSE so that there is an understanding of what is age appropriate to discuss with the children. If teachers are asked a question they do not want to answer, they can tell the class they will come back to that in the next lesson. They can then talk to the child about how that question is not something that can be answered in school and can report the question to parents or carers for them to answer at home. The subject leader will take on this responsibility and have any tricky conversations with parents.

5. **What teaching strategies are suitable for RSE lessons?**

The most effective PSHE lessons will use a variety of different strategies to allow children the chance to explore the key concepts from the curriculum. These strategies may include:

- Baseline – what do they know
- Discussion
- Group Work
- Diagrams
- Scenarios
- Role play
- Fact / myth
- True or false
- Always sometimes never
- Ranking activities





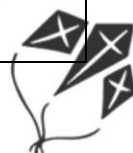
- What is most important / least important and why
- Reading stories
- Photographs and videos
- Storytelling
- Ordering and ranking activities e.g. diamond nine
- Scenario / dilemma cards
- True or false activities
- Games

Staff will consider the 7 part lesson structure carefully when planning their lessons:

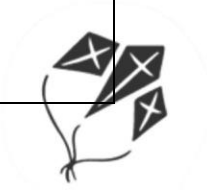
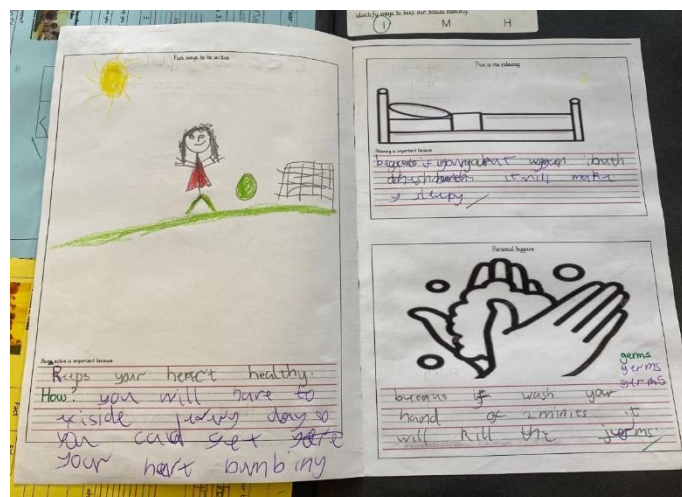
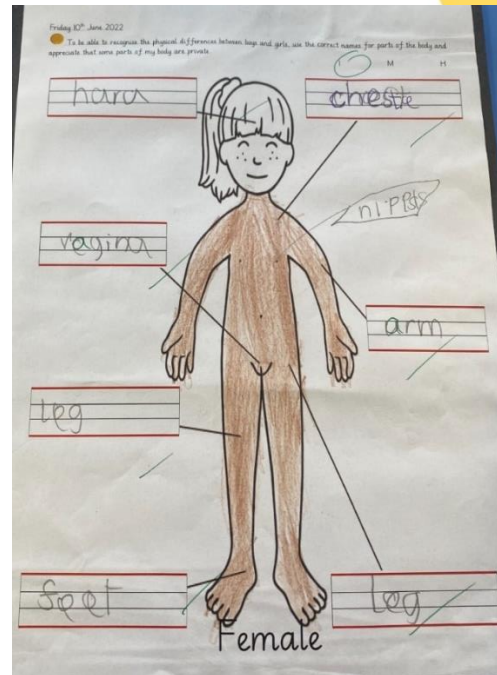
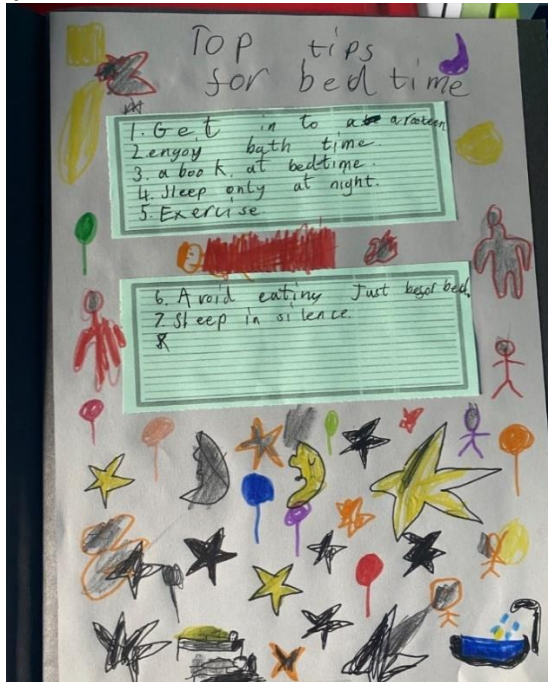
Immediate Engagement	Reflect and Perfect	Teacher Led Phase	Independent Learning Time	Assessment Accountability	Independent Learning Time	Evaluate and Demonstrate
Immediate Engagement	Independent Learning Time	Teacher Led Phase	Independent Learning Time	Assessment Accountability	Reflect and Perfect	Evaluate and Demonstrate
Immediate Engagement	Reflect and Perfect	Teacher Led Phase	Independent Learning Time	Independent Learning Time	Assessment Accountability	Evaluate and Demonstrate
		Independent Learning Time	Teacher Led Phase			
Immediate Engagement	Reflect and Perfect	Teacher Led Phase	Independent Learning Time	Assessment Accountability	Independent Learning Time	Evaluate and Demonstrate
Immediate Engagement	Teacher Led Phase	Independent Learning Time	Assessment Accountability	Independent Learning Time	Assessment Accountability	Evaluate and Demonstrate
Immediate Engagement	Reflect and Perfect	Teacher Led Phase	Independent Learning Time	Independent Learning Time	Assessment Accountability	Evaluate and Demonstrate
		Independent Learning Time	Teacher Led Phase			

Pupil outcomes

Intended Learning	Exercise Books/Demonstrable Outcomes
Use the teaching overview document to ensure you are covering all key aspects in each unit.	There will be at least one written piece of evidence for RSE in the PSHE / RE books. This will show they have reflected on the discussion or it will record the types of activities that have taken place. The evidence may be in the form of writing, drawing, photographs or sorting or ranking activities that can be put in the book. These are identified with a date and the key question that has been the focus of the learning.

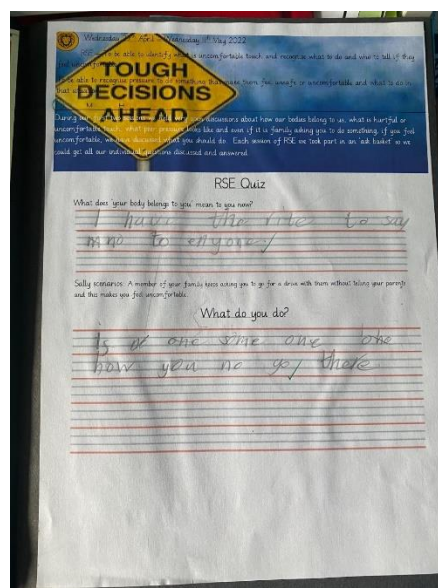
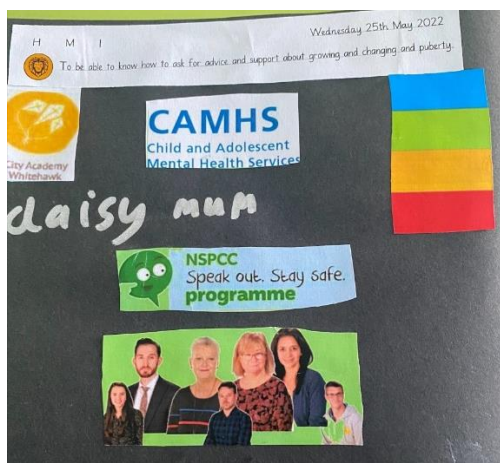


KS1 Examples





KS2 Examples

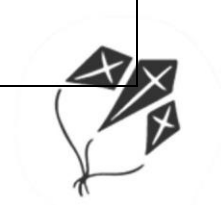


Pre and Post Assessments

Before a new unit of teaching is carried out, a pre assessment consisting of no more than five key questions is given to the children. The results of these questions should be used to form the subsequent lessons, discussion and tasks to ensure all children make progress and develop the knowledge, understanding and skills for the RSE unit.

After the unit is complete, the same set of questions is administered to be able to demonstrate progress for each child.

Pre Assessments are to be photocopied on blue paper and post assessments on yellow paper to clearly differentiate between the two. They should be printed on half an A4 page and stuck into the PSHE books next to each other to allow easy assessment by both children and adults.





Examples

Year 1: Summer 1 28/04/22 PSHE 214

1. What makes you special?

blue eyes, blonde hair

2. What strengths do these two people have?

can dance, can sing

3. Which body parts are private?

arm *penis* *vagina* *knees*

What else can you tell me about Our bodies and what makes them special?

Term: Summer 1 Date: Subject: PSHE

1) Label the body parts

Penis *Pelvis* *breast* *Vagina* *Ball sack*

2) List 3 changes that might happen to you during puberty.

Get pubes

3) Give 1 example of how you can stay hygienic during puberty.

Clean your self

4) Identify 1 thing you know about menstruation.

5) Identify 1 thing you can do to report a concern online.

Report it

6) What else can you tell me about how we grow and change?

hair grow around privets.

Year 2: Summer 1 25/05/22 PSHE

1. Give 4 things you can do to keep your body healthy.

1) do things *2) wash your* *3) rest* *4) get extra sleep*

2. Name 3 different ways of learning

1. listen *2. look* *3. talk*

3. Why is it important to take a screen break when playing online?

	True	False
It can stop you from sleeping well	✓	✗
It can give you a headache	✓	✗

4. Fact or fake?

	Fact	Fake
Robot becomes headteacher of a school in Wales		✓

How do you know?

because robots can't talk a robot can't be a teacher

What else can you tell me about staying healthy?

eat exercise rest

Year 3 Summer 1 25.04.22 PSHE

1) Name one thing we do daily to keep healthy?

protein protein

2) What can I do if I feel unsafe?

to tell a grown up

3) How do I know if something is true online?

Search up on google or search it online

What else can you tell me about keeping safe?

don't touch electric things you can say no to a stranger danger.

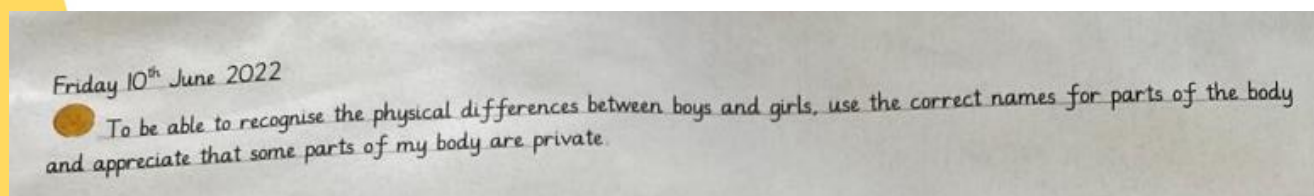
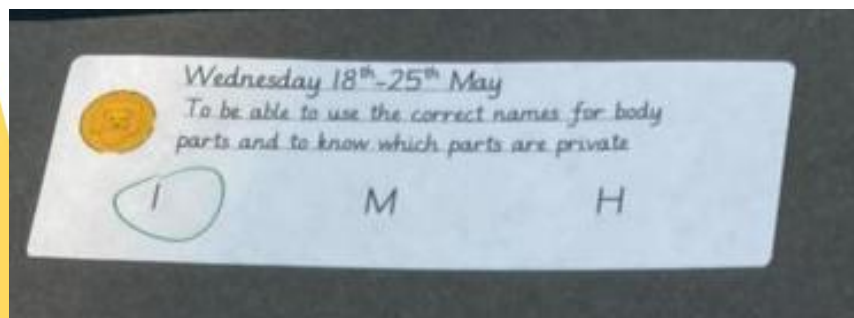




Feedback

Please refer to our Feedback and Marking Policy in line with this guidance

Verbal feedback should be given during the lesson. This feedback should help to guide children to use the correct language and to explore their beliefs and ideas and to listen to the beliefs and ideas of the others in the class. The feedback should encourage children to take an active part in the lessons. H,M or I should be indicated on the written work produced. Some teachers may choose to ask for written feedback through key questions or challenge or extension activities.



In Development

It is important that we are constantly reviewing and developing our practice for RSE to ensure we are providing our children with the best possible education to prepare them for their future lives. Here are some of the things we are working on at the moment:

1. **SEND Provision** – we are currently looking at how best to support our SEND children in this subject to ensure they have the knowledge and skills that are most appropriate to their ability and age.
2. **Resources Review** – many of our resources have been used for several years and new, more current resources are being explored to further develop our RSE provision.

