

# Relationships and Sexuality Education (RSE)

Teacher Adviser

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Relationships and sexuality education (RSE) is delivered in primary schools across Wales. In Newport we deliver RSE through 'positive relationships'. We actively promote the importance of RSE and it plays an important part in our curriculum in terms of safeguarding. This helps children and young people make informed, responsible decisions in their lives.

RSE in Newport schools is age and stage appropriate.

# Objectives of the session

- What is Relationships and Sexuality Education? (RSE)
- Why do we teach RSE?
- What will be taught in each year group?
- Address concerns

# Relationships and Sexuality Education Statutory Code, 2022

- Relationships and Sexuality Education is mandatory in all schools and for all pupils in primary schools and year 7 from September 2022. Parents no longer have the right to withdraw their child from RSE.
- RSE must be factual, objective, critical, and pluralistic. Schools and settings must provide a range of views on a given subject, commonly held within society.
- There are 3 learning strands and across these strands, curriculum content in RSE must be inclusive and reflect diversity. It must include learning that develops learners' awareness and understanding of different identities, views and values and a diversity of relationships, gender and sexuality, including LGBTQ+ lives. Learning opportunities should be age and stage appropriate.

Relationships and Identity

Sexual health and wellbeing

Empowerment, safety and respect

# What does RSE include in Primary School?

An inclusive approach to:

- Children's Rights
- Relationships
- Families and people who love and care for us.
- Challenging gender stereotypes
- Growing and changing
- Conception and birth
- Keeping Safe

## We asked pupils

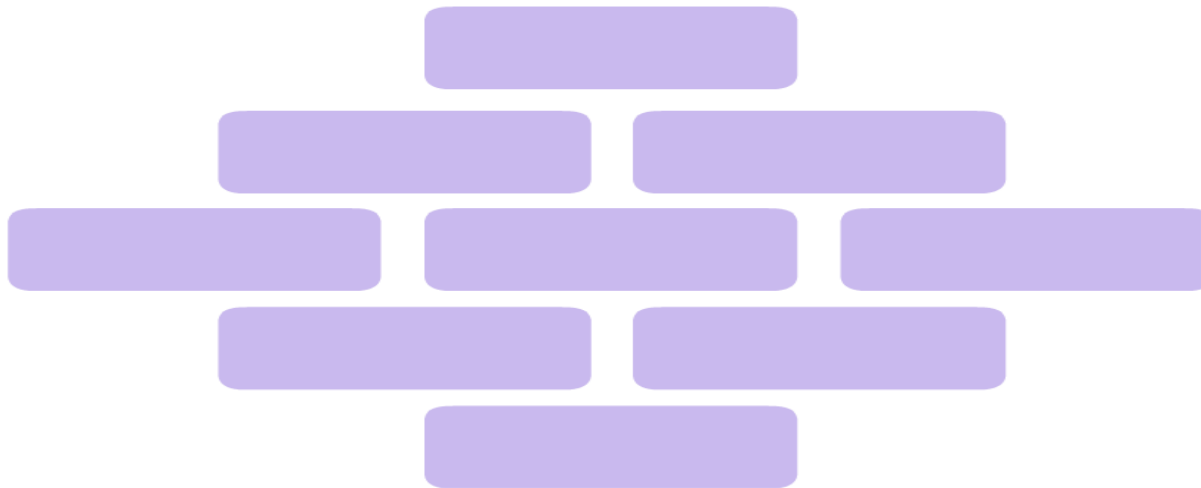
What do you understand by Children's Rights in Wales and how does the school support this?

*“We know that we have 42 Rights in Wales, and all of us have these if we are under 18. It doesn't matter who you are or if you are rich or poor, you still have them! I know I have the right to be safe and to be looked after. I also know that I have the right to warm food, clean water and to go to school. Knowing my rights helps me to feel equal to my friends and that is important to me. It's nice to know that my friends have the same rights as me too, that feels fair.”*

Newport schools promote Children's Rights in Wales (UNCRC). Children and young people have lots of opportunities to explore Children's Rights in school and through their curriculum.

# The cornerstone of RSE – 'understanding rights, respect, care and kindness'

What makes someone special, a good and loving friend?



someone who is gentle

someone who is loving

someone who is strong

someone who is kind

someone who is clever

someone who is thin

someone who likes to  
spend time with you

someone who is tall

someone who is  
popular with everyone

someone who isn't  
jealous

someone who likes a  
joke

someone who is  
confident

someone who lives in a  
big house

someone who is always  
right



# How do children acquire information about relationships and growing up?

Inaccurate

Friends



The internet  
Television



Confusing

Reluctant,  
unsure when to  
start the discussions

Parents





# Schools are well placed to deliver RSE

- Class teachers know their pupils well
- Pupils trust their teacher
- Teachers receive high quality training to ensure they deliver accurate, age appropriate RSE
- Teachers have access to nationally recognised resources to use to help them explain and discuss RSE at an appropriate level.
- Pupils can ask questions through a question box. This is anonymous but can be answered to the whole class if appropriate. This allows children to request the information that is important to them without embarrassment.
- Schools have a statutory duty to safeguard children and every member of staff receives annual training and updates to ensure they respond appropriately.

# Ensuring all discussions are appropriate

- RSE rules established
- Question box
- “You should ask your parents”
- “Let me think about that and get back to you.”



## Class Agreement

### Personal Development and Relationships Lessons

- We will respect other children's comments and questions
- We will not make personal comments
- We will use the question box for questions linked to what we are learning
- No one will be made to answer personal questions
- Confidentiality - do not name any child or other people
- We will use the agreed terms to name parts of the body
- We will not discuss content of the lessons with younger children in the school
- We will give everyone an opportunity to contribute if they wish
- We will not make fun of our friends
- Confidentiality will not be kept if the teacher thinks a pupil is in danger



## We asked pupils:

What do you learn about in RSE?

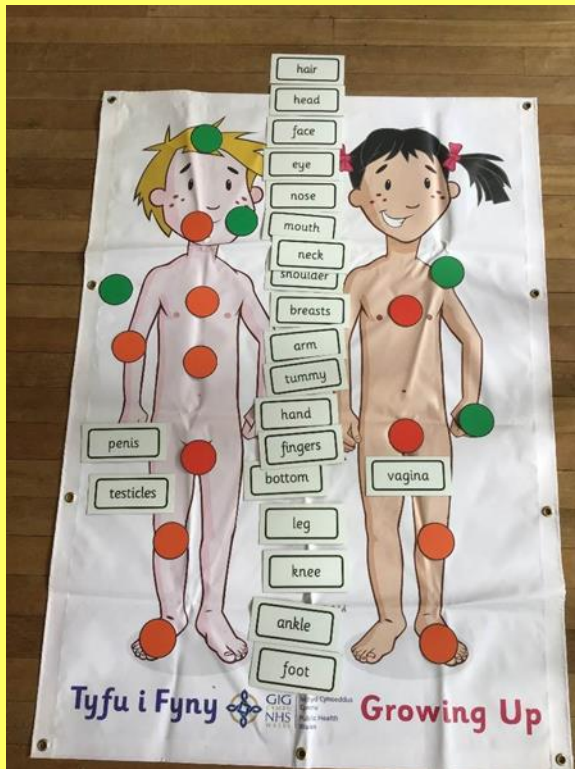
What do you understand about positive relationships?

What tasks have you taken part in that might help you think about RSE?

- *“We don’t just learn about kindness and anti-bullying, we talk about naming our body parts with confidence such as penis, testicles, breasts and vagina. We know that we can use these words, and that we are not wrong in saying these words.”*
- *“In year 2 we learn to name the parts of the body using a body mat. We also talk about the difference between boys and girls. We talk about where it is ‘safe’ to touch someone and when this might be unsafe. Some parts of the body we were unsure so we talked about it as a class in circle time.”*
- *“In year 3 we talk about friendships and our family. Our teacher helps us look at why positive relationships should be important to us. We then used Tyfu Y Fynu/The Growing Up Resource to diamond rank what is important and not important in our relationships with people we are close to.”*

# By end Year 2

- Differentiate between appropriate and inappropriate touching
- Using the correct words to name parts of the body in order to differentiate between male and female  
Penis, Testicles, Breasts, Vagina



# Year 3

- Why are relationships important?
- Roles within the family
- Qualities within caring relationships (friendships)

What makes someone special, a good and loving friend?

someone who is gentle	someone who is loving	someone who is strong	someone who is kind
someone who is clever	someone who is thin	someone who likes to spend time with you	someone who is tall
someone who is popular with everyone	someone who isn't jealous	someone who likes a joke	someone who is confident
	someone who lives in a big house	someone who is always right	

# Year 4

- Physical growth happens to everyone (changes since a baby)
- Appropriate and inappropriate touching

**Let's find out**

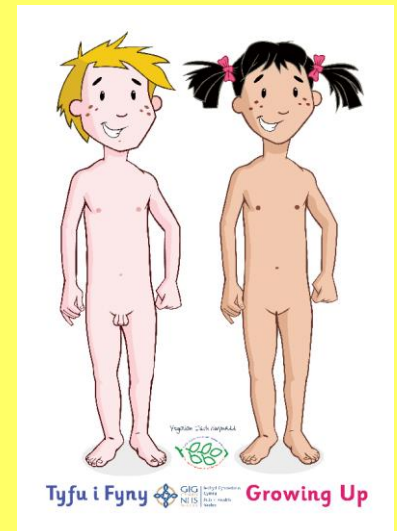
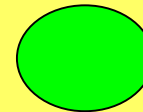
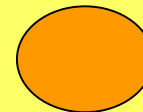
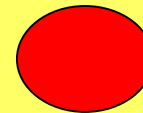
Crawl                      Standing

Walk                      Smile

First words                      Sitting up

First tooth                      Laughing

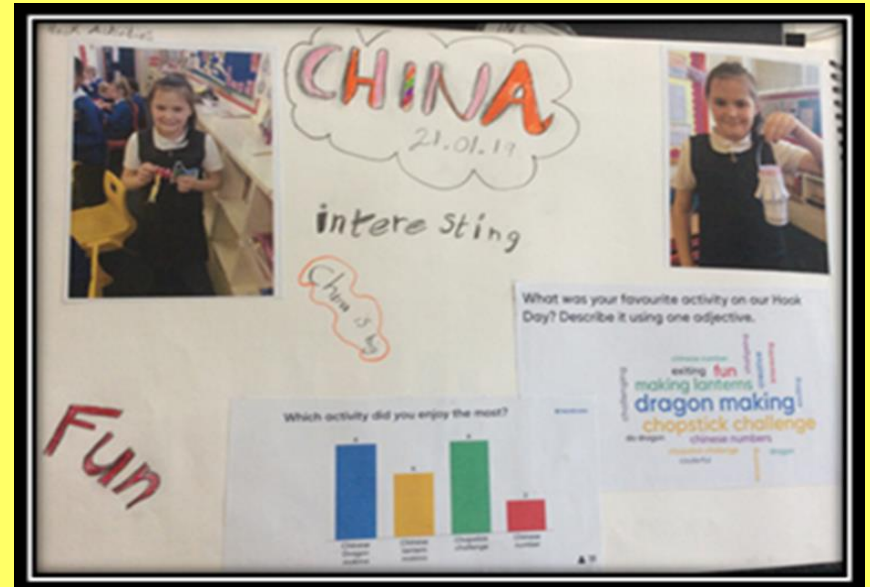
What other things do babies learn as they grow?





# Pupil views of learning

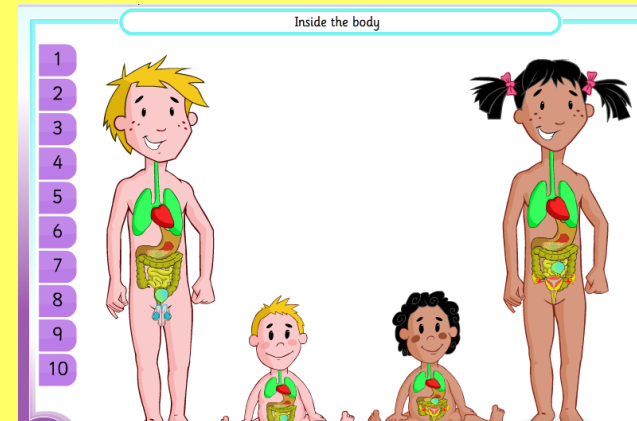
- *“In Year 4 we look at our personal safety. We use our lessons to look at respect. We know that we need to respect not just our family and friends, but other people who believe different things to us.”*
- *“We learn about respect and staying safe online too. I know I must never give my password to anyone and to tell an adult if something doesn’t feel right.”*
- *“One of our topics this year was China. I loved this topic! I found out about how different people’s lives are to ours, that they believe different things to me, but that’s ok.”*



# Year 5

Sense - 'what is Puberty?'

- Changes that take place during puberty (physical changes, feelings)
- Periods
- Importance of cleanliness
- Who can I talk to?
- Card Activity/Hwb
- Circle time hygiene activity
- Videos of children talking about puberty, cartoon explaining how to keep clean





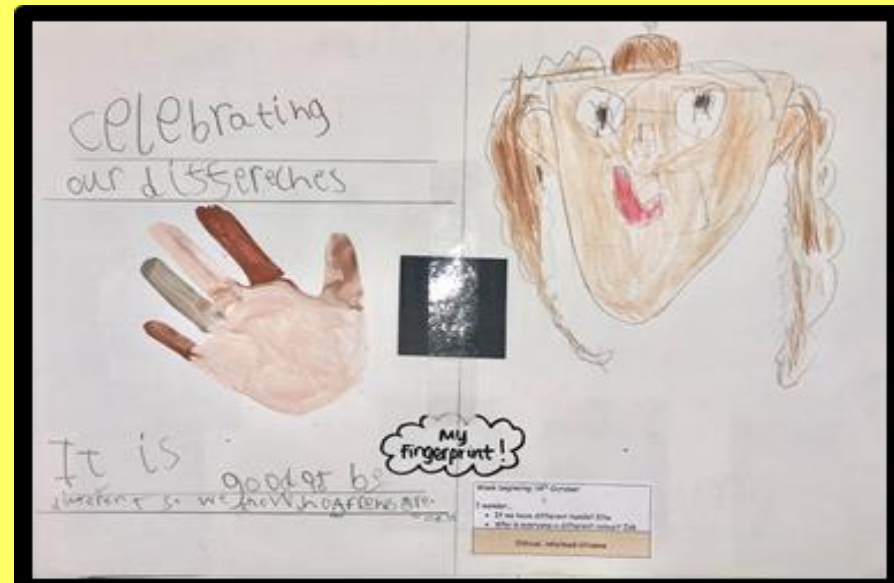
# Pupil views of learning

## Year 5 – Learning about puberty

The children shared their thoughts about what they learn and how they learn about growing up and changing. They said that in their class, this was talked about both in lessons and between friends.

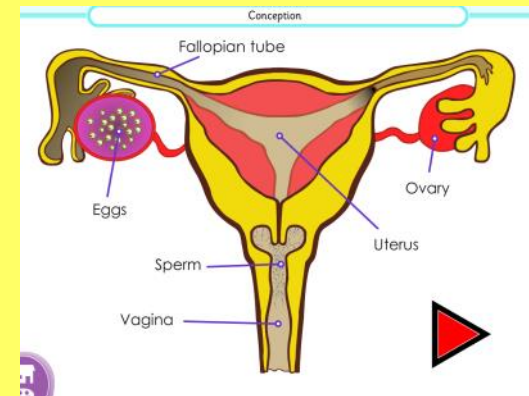
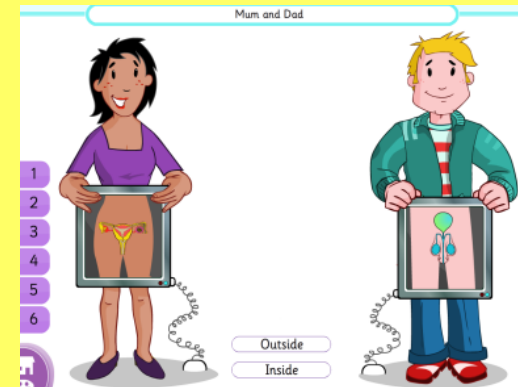
- *“We learn how boys and girls develop and change during puberty.”*
- *“We ask different questions in the classroom and the teacher helps us understand how we will change as we grow.”*
- *“We have circle time where we talk about our emotions and how to manage them.”*

- *“Our teachers show us lots of ways to manage our feelings, like calm down areas, seeing the rabbits or talking to a trusted adult if we want one.”*
- *“A trusted adult is an adult you like to talk to. You can go to them and they will try to help you.”*



# Year 6

- Healthy loving relationships
- Conception (Sexual organs)
- Conception (hwb narrative)
- Pregnancy and birth
- Babies



# Year 6 Pupil Views of learning

- *‘Our teacher is honest and open when it comes to talking about conception, loving relationships and emotions.*
- *‘We learn how a baby is made and how it develops before birth.*
- *‘We learn about the health of pregnant people, what they should and shouldn’t do to keep themselves and the baby healthy.*
- *‘We go through classroom rules first and our teacher tells us how important it is to be respectful. We then sit in a circle so that we all have the same opportunities. We pass around a cube. If you have the cube, you can talk or pass. I like these ideas because sometimes I get a little embarrassed. I feel more comfortable knowing I can decide to talk or not. This encourages us to participate’.*
- *‘We talk about different types of relationships such as two boys and two girls wanting to be together, and that this was a personal decision. We learn that we need to understand and respect, even if we don't really agree.*

# Sexuality Education

What does this look like in primary schools?

## Families

a group of one or more parents/carers and their children living together as a unit.





# Is it accepted, is it encouraged?



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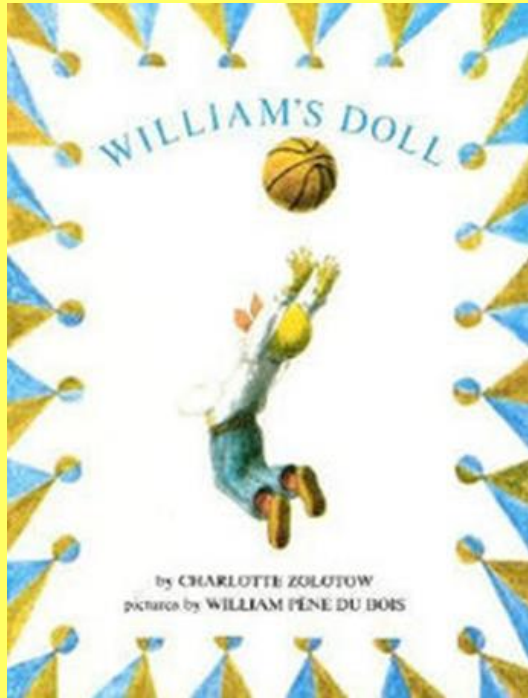




**WE CAN'T  
HAVE  
GENDER  
NEUTRAL  
TOYS**







Can boys play with dolls?

They look like babies. They're for girls. Dylan E

I think they can but boys think they're for girls Tyler

I play with boy dolls Taitlin

A bit good and a bit silly Caden

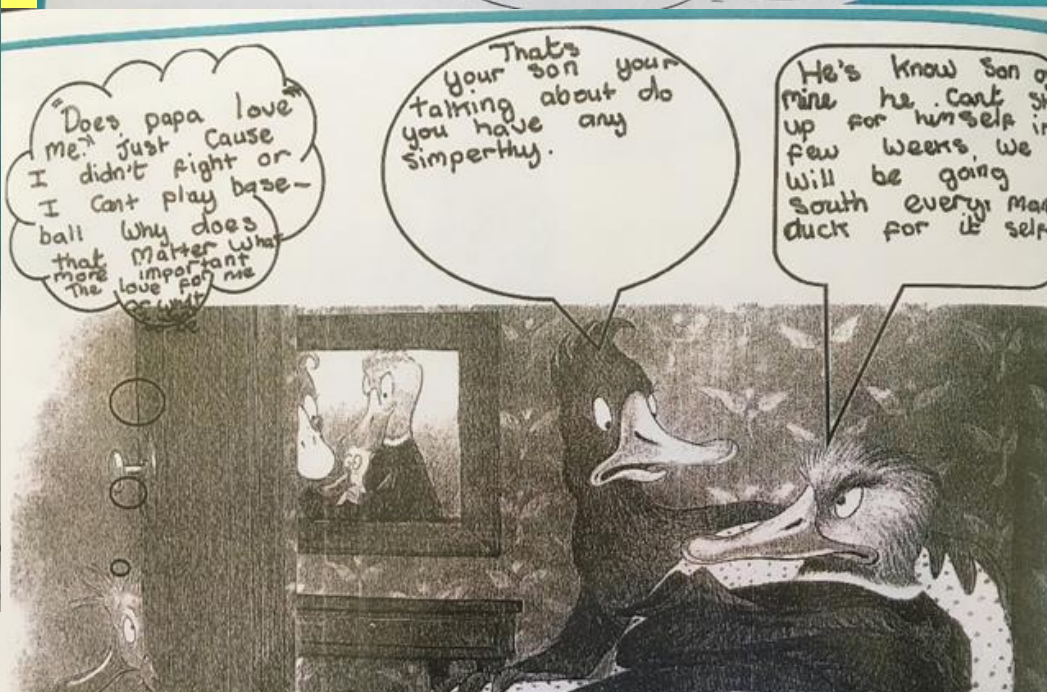
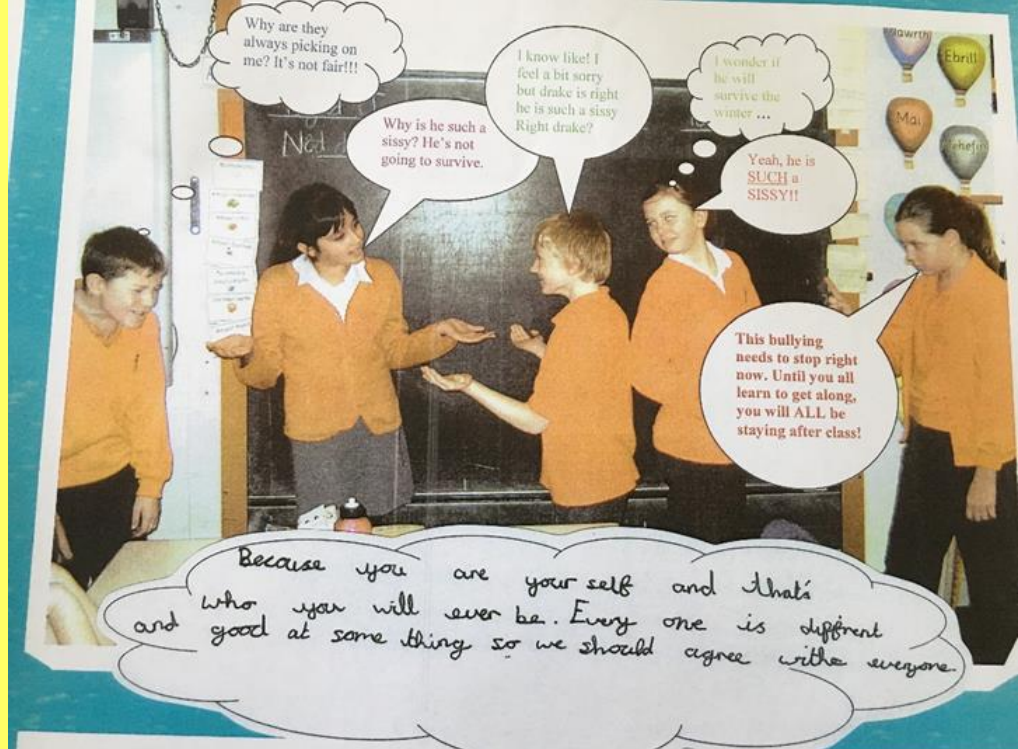
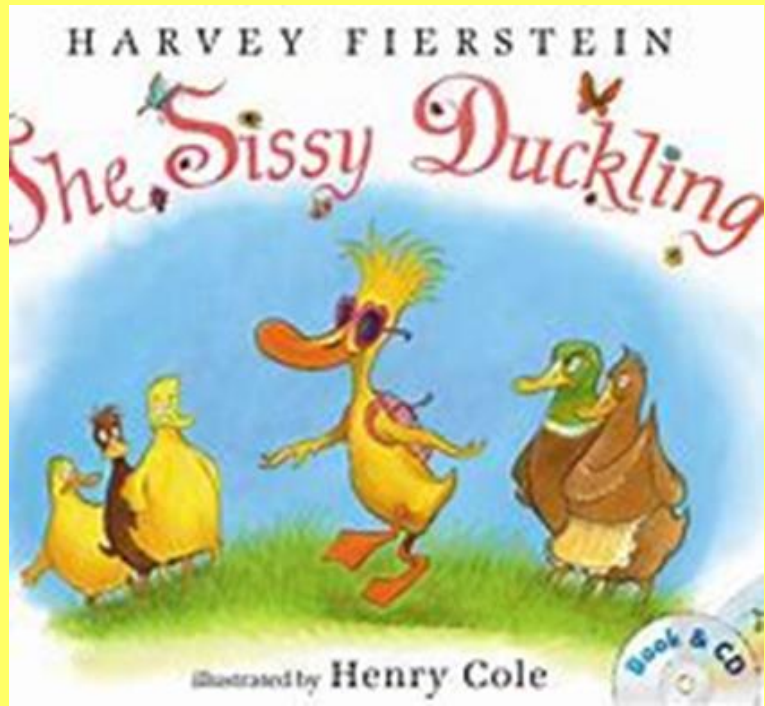
Because in the shops they're always on the girls tags. Joel

In the argos catalogue they choose pink for girls but not all girls like pink because my favourite colour is blue Teigan

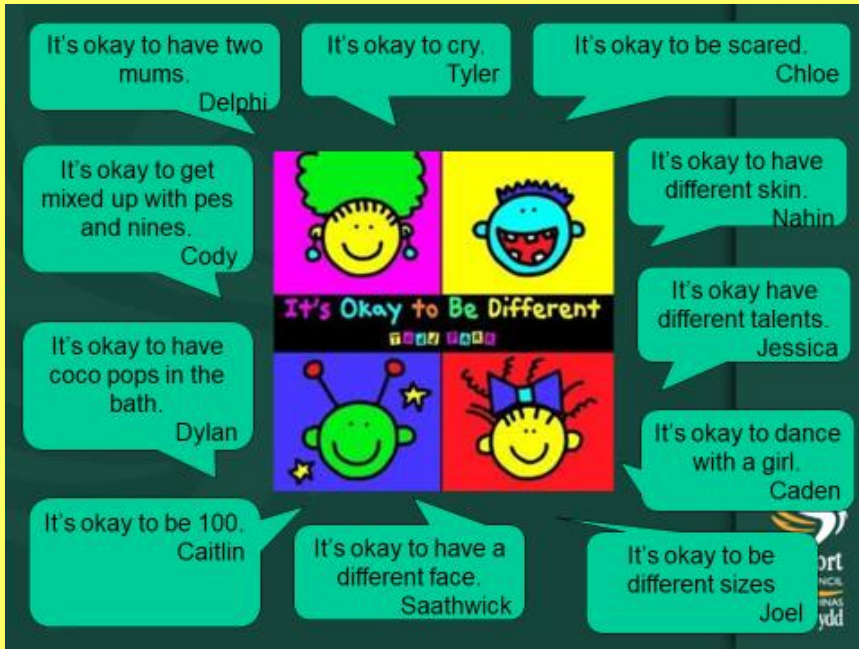


*Books that challenge stereotypes*

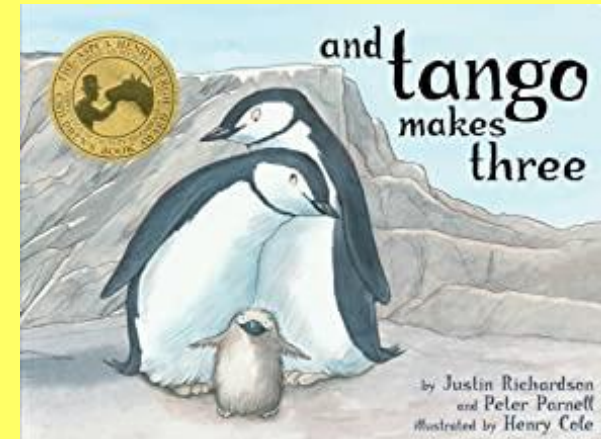






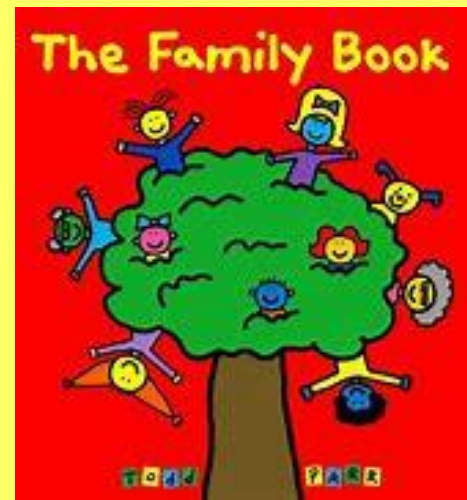


*Books where diverse families are part of the story but not focussed upon*



*Books where the story encourages an understanding of families similar and different to our own*

*If I had a hundred mummies/daddies*



# Aspects not covered in primary school...

- Forms of sexual contact outside of 'how babies are made'
- Sexually transmitted infections
- Contraception (although if a child asked what contraception was we would explain that there are a range of contraceptive methods that prevent a person getting pregnant)

# FEAR

## Does teaching about RSE encourage sexual behaviour?

Research evidence suggests that RSE

- delays the onset of sexual behaviour
- increases the use of contraception
- supports community cohesion.

There is no evidence to suggest that RSE

- leads to early sexual experimentation
- makes young people more likely to enter into sexual activity.
  
- Learning about gender diversity does not result in a person becoming gay, lesbian or transgender

# Do we want the same for our children?

Adult experiences of relationships education when at school?

"None"

"Too late"

"Teacher was embarrassed, we were embarrassed"

"The girls had a bit of information, we played football"

"No one told me anything about growing up. I didn't know what my period was when it happened and I didn't know what I needed to use or where to get information. I couldn't ask my dad and my mum was ill. I just pretended to be ill on those days"