

# Relationships and Sex Education Toolkit

A step-by-step guide to help primary schools implement a whole school approach to Relationships and Sex Education.

Health Improvement in Schools



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# About the Ealing Health Improvement Team

The health improvement team in Ealing are a trusted and qualified team of experts, providing support, programmes and training in safeguarding prevention, mental health and emotional wellbeing, nutrition and exercise, Relationships and Sex Education (RSE) and PSHE to help improve your pupils' health and achievement.



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## Our Services

All Ealing schools get access to our buy back packages below. For more information on our services, email Karen: [KGibson@ealing.gov.uk](mailto:KGibson@ealing.gov.uk).

### Relationships and Sex Education package

Includes RSE staff INSET, two modelled RSE lessons, two parent workshops, RSE policy review, a pupil assembly and access to four central trainings on Relationships and Sex Education.

### Awards & Training package

Includes six practical workshops to help you achieve the Healthy Schools London awards, access to our partnership, a celebration event, plus a choice from over 30 training workshops.

### 4 Day Bespoke package

Includes four days of bespoke work, surveys to measure impact, an impact report, and phone and email support. Schools can also buy back a single day of PSHE support.

# Contents

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## 4 Section 1: Background

- 4 Background
- 5 What is Relationships and Sex Education?
- 6 What is the statutory guidance for Relationships and Sex Education?

## 7 Section 2: Step-by-step guide

- 8 Step 1: Set up a working party
- 9 Step 2: Carry out a needs assessment
- 10 Step 3: Review Relationships and Sex Education policy
- 11 Step 4: Engage parents
- 12 Step 5: Staff training
- 13 Step 6: Deliver and assess RSE lessons
- 14 Step 7: Review, monitor and evaluate
- 15 RSE education checklist
- 16 Frequently asked questions
- 17 Resources and support

## 19 Section 3: Appendix

- 20 Overview of RSE topics
- 21 Teacher questionnaire
- 22 RSE audit
- 23 RSE and the Science curriculum
- 27 Parent letter

# Welcome

## About the toolkit?



This toolkit has been written by Claire Meade, Ealing's PSHE education and Relationships and Sex education health improvement officer. Claire is a qualified primary school teacher with over four years' experience leading PSHE Education in primary schools.

This toolkit includes information, solutions, ideas and resources to help primary schools successfully introduce a whole school approach to Relationships and Sex Education.

This toolkit provides a clear step-by-step approach to support schools in delivering a relevant, consistent and comprehensive Relationships and Sex Education curriculum, where safeguarding is at the core.

This toolkit is available to download here:  
[egfl.org.uk/healthy-schools](https://egfl.org.uk/healthy-schools)

## Main sections in the toolkit



There are three main sections in this toolkit.

### • Section 1:

Includes a summary of why RSE is important, how RSE links to safeguarding and an overview of the statutory guidance for RSE.

### • Section 2:

A step-by-step guide to implementing a whole school approach to Relationships and Sex Education. Follow the seven steps in this section to help ensure your changes are successful, sustainable and have buy in from senior leadership, staff and pupils.

### • Section 3:

A resources section including a RSE audit, staff questionnaire, an overview of RSE within the science curriculum and a sample parent letter.

## How to use the toolkit



1

Implementing a successful whole school approach to RSE requires schools to follow seven steps. After reading about each step in this toolkit, begin by consulting all stakeholders.

2

Ensure all staff have a shared understanding about the importance of RSE and ensure RSE is embedded within your PSHE education curriculum.

3

Once you have established a shared understanding about the importance of RSE and have embedded RSE within your PSHE curriculum; continue with the steps outlined on **page 7**. Use the checklist on **page 9** to support the implementation of the toolkit.



## The wider context of RSE

### The National Curriculum

The national curriculum states that aspects of Relationships and Sex Education which sit within the science curriculum are statutory for all schools. See which topics sit within the science curriculum on **page 23**.

### Ofsted criteria

Ofsted states that pupils should be able to explain accurately and confidently how to keep themselves healthy, have an age-appropriate understanding of healthy relationships and know how to stay safe from abuse and exploitation.



# Background

In effective Relationships and Sex Education (RSE) lessons, children learn about the emotional, social and physical aspects of growing up. They also develop an age appropriate understanding of relationships, sex, human sexuality and sexual health. Some aspects are taught within the statutory science curriculum, and others are taught as part of PSHE.

A comprehensive programme of RSE provides children with accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships. RSE should also teach children how to stay safe both on and offline.

High quality RSE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life.

Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.

Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships.

Older pupils frequently say that relationships and sex education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 Not Yet Good Enough report.

RSE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.

Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

## How does RSE link to safeguarding?



We live in a constantly changing and evolving society, where our children face an increasing amount of safeguarding issues. It is essential that children are able to protect themselves and are able to seek help and advice if and when they need to.

RSE helps develop a shared, common language where children are able to name the parts of their body and are able to explain which parts of their body are private.

RSE also ensures that children have an understanding of healthy relationships, peer pressure and assertiveness. RSE ensures that children have the skills and knowledge to keep themselves and others safe.



### Keeping children safe

Inspectors will always have regard for how well children and learners are helped and protected so that they are kept safe. Inspectors will also look at the safeguarding in a school when determining overall grade. Effective RSE is pivotal to this.



### SMSC

Pupils' spiritual, moral, social and cultural development (SMSC) are at the heart of every school's work. RSE is an essential part of SMSC as effective RSE teaches pupils how to develop and maintain healthy and respectful relationships.



# What is the statutory guidance for Relationships and Sex Education?

There are a number of requirements that all schools must adhere to when providing RSE.

RSE plays an important part in fulfilling the statutory duties all schools have to meet. As section 2.1 of the National Curriculum framework (DfE, 2013) states:

‘Every state-funded school must offer a curriculum which is balanced and broadly based and which promotes the spiritual,

moral, cultural, mental and physical development of pupils at the school and of society and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.’

These duties are set out in the 2002 Education Act and the 2010 Academies Act. Whole school (Section 5) Ofsted inspections consider the extent to which a school provides a relevant curriculum.

In the recent review of the National Curriculum, the

government has made it clear that all state schools ‘should make provision for PSHE, drawing on good practice’ and that RSE is an important part of PSHE education.

In any school that provides RSE, parents have the right to withdraw their children from all or part of RSE excluding withdrawal from sex education which sits within the National Science Curriculum.

## What is statutory in schools?

### Policy

All state schools are required to have an up to date RSE policy which describes the content and organisation of RSE inside and outside the science Curriculum.

### Science curriculum

It is compulsory for all maintained schools to teach the parts of sex education that fall within the national science curriculum.

### Government guidance

All schools must consider and have due regard for government guidance. Currently the most up to date guidance for RSE is ‘SRE guidance 2000’ and ‘SRE for the 21st Century.’ Copies of these can be found on [www.egfl.org.uk](http://www.egfl.org.uk)

### Safeguarding

To fulfil their safeguarding duty, schools must ensure that effective RSE is embedded throughout PSHE education and that children know how to keep themselves safe.

### Parental withdrawals

Parents reserve the right to withdraw their child from aspects of Relationships and Sex Education that sit outside of the science curriculum.





# Step-by-step guide

## to developing a whole school approach to RSE

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A whole school approach to Relationships and Sex Education is easy to introduce, but improper planning can result in lack of staff enthusiasm for RSE. Follow the seven steps below to help ensure your changes to RSE are sustainable and have buy in from senior leadership, staff, parents and pupils.

step **1**

Set up a working party

step **2**

Carry out a needs assessment

step **3**

Review RSE policy

step **4**

Engage parents

step **5**

Staff training

step **6**

Deliver and assess RSE

step **7**

Review, monitor and evaluate



# Set up a working party

**To ensure your school develops a consistent whole school approach to Relationships and Sex Education, you must first develop a shared understanding of RSE with all key stakeholders. It is crucial that all members of staff understand how RSE contributes to a school's safeguarding duty and ensures all children know and understand how to keep themselves safe.**

Often when staff and parents think about Relationships and Sex Education, they focus on 'sex' and tend to ignore the relationships aspect. It is important that everyone understands that effective RSE teaches children about the physical changes that will happen to them along with the emotional changes.

Effective RSE should also teach children about safe and healthy relationships. Through RSE, children will learn about appropriate and inappropriate touch, healthy friendships, resisting peer pressure and saying no.

To ensure that all key stakeholders understand the range of topics and themes that are covered in RSE, schools should set up an RSE working party. The RSE working party should meet regularly to review the RSE policy, analyse the needs analysis, review training materials and regularly review the RSE curriculum.

Once effective RSE is established the working part should meet once a term. to evaluate, monitor and review the RSE provision.

Members of your working party should include:

- Headteacher
- PSHE co-ordinator
- Members of Senior Leadership team
- Member of teaching and non-teaching staff
- Governors
- Parents (or member of school parent forum)
- School council representatives (pupils will not be involved in the whole review process; however they should be consulted at key stages of the process)
- Designated safeguarding lead.





# Carry out a needs assessment

The key to successfully developing a whole school approach to RSE is to understand what your school's strengths and areas for developments are in relation to RSE. There are four ways you can carry out this type of needs assessment in your school.

## ● RSE audit

Use this audit tool to identify areas of strength and areas of development for RSE. This audit covers staff confidence, assessment, parental concerns, training and monitoring. This audit tool will highlight the areas of development the working party will need to focus on.

## ● Staff questionnaire

Use the staff questionnaire to better understand staff's understanding and confidence level of RSE. This will help the working party identify training needs as well as extra support that may be needed to ensure RSE is delivered effectively.

## ● HRBS survey

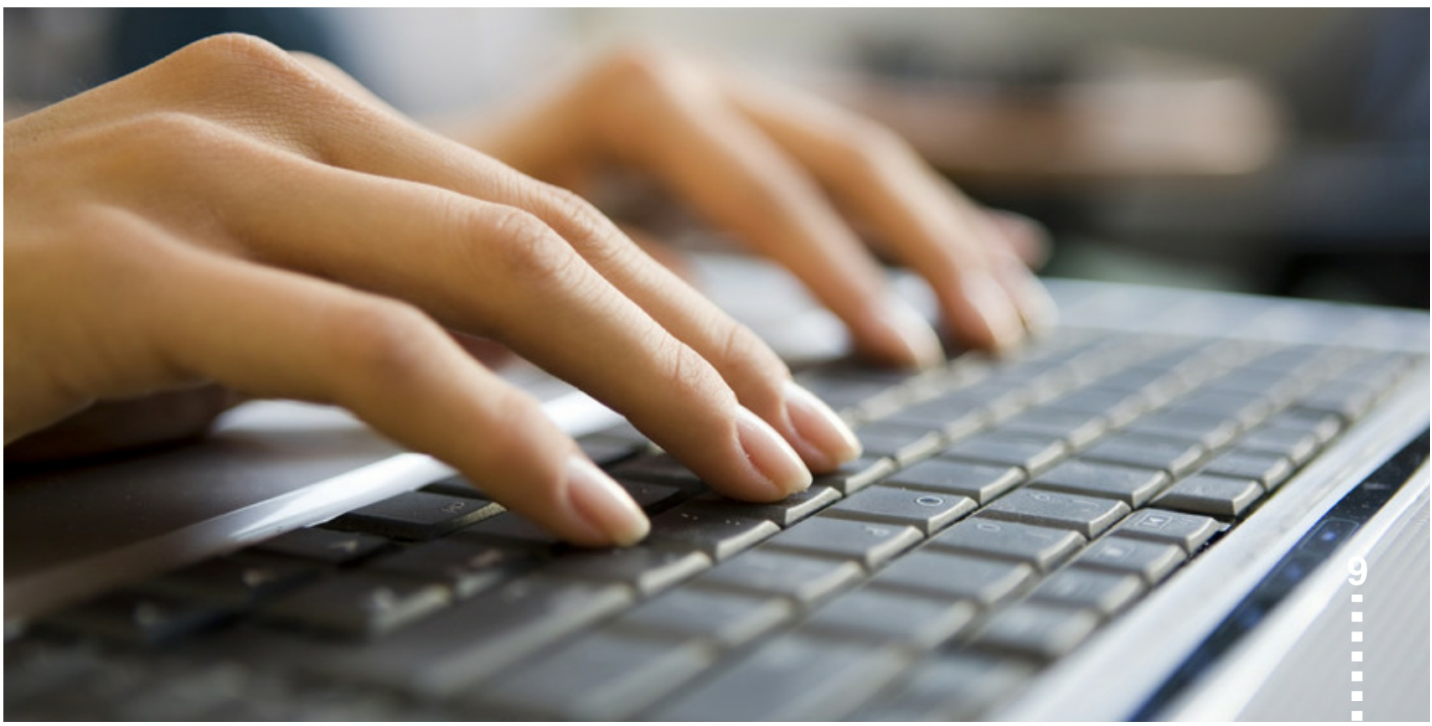
Every two years, Ealing schools complete the HRBS (Health Related Behaviour Survey). This survey covers a wide range of health and wellbeing topics and identifies areas where the school is above and below the Ealing average. Contact Claire for a copy of your survey.

## ● Pupil questionnaire

The health improvement team have developed an online pupil questionnaire which schools can use to assess pupils' understanding and enjoyment of RSE and PSHE. Contact Claire to access the survey.

## HRBS data

In 2015, 49% of year 4 and 6 children said teachers had talked to them about puberty and growing up in school lessons. In 2017, this rose to 60% of pupils. This shows that the number of schools delivering high quality RSE in Ealing is increasing.



## Review RSE policy

**Once you have established your working party and completed your needs analysis, the first task should be to review and rewrite your Relationships and Sex Education policy. Once the policy is finalised this should be published on your school's website.**

A Relationships and Sex education policy will set the basis for effective RSE within your school. The RSE working party should begin by reading the government guidance for RSE. See **page 6** of this toolkit for guidance documents.

The working party should then analyse the results of the needs analysis to identify areas of strength and areas of development which should be included in the document.

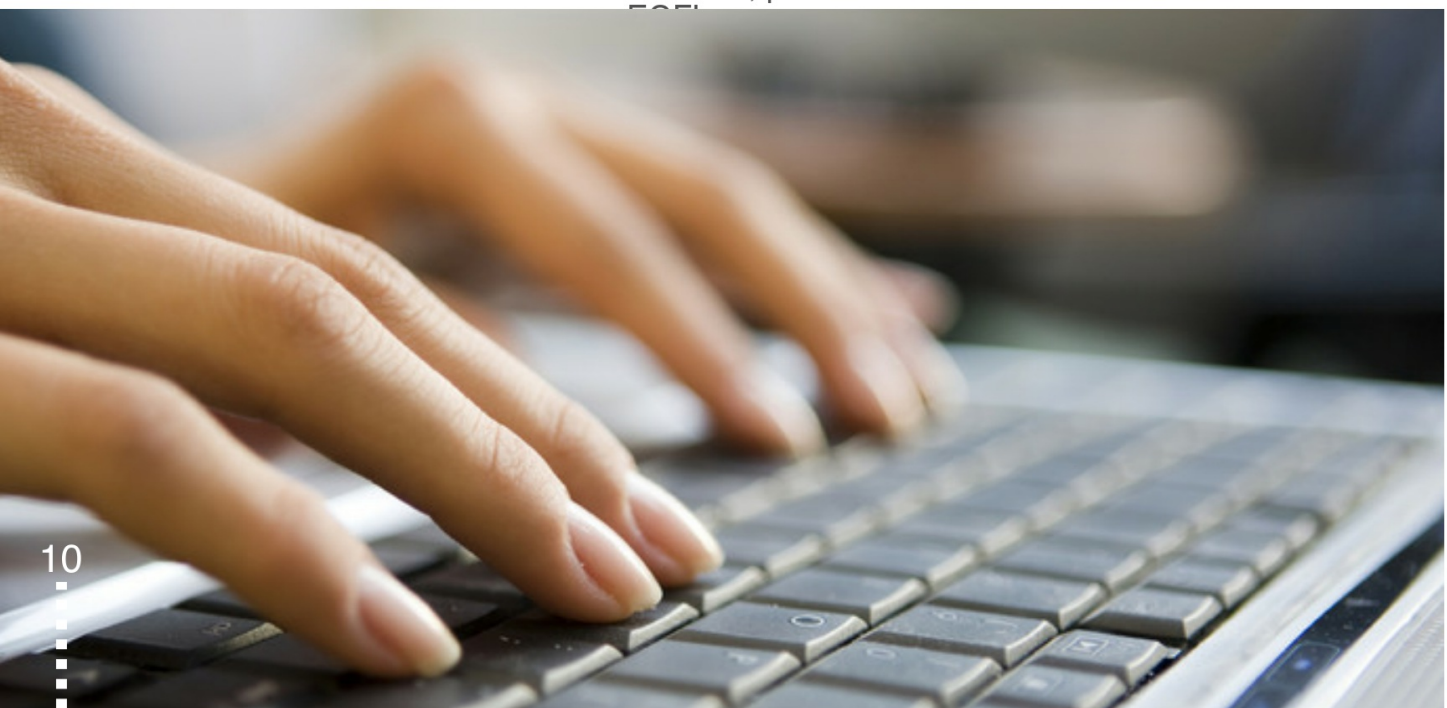
The working party should then decide what materials will be used to deliver RSE outside of the science curriculum. We recommend that schools use the third edition of the Christopher Winter Project. For an overview of

the CWP resources please see **page 20** of this toolkit.

Schools should also decide what they will define as RSE within the science curriculum. For an overview of RSE within the science curriculum, please see **page 23** of this toolkit. As the science curriculum statements are broad and do not specifically refer to RSE, it is important that schools are clear on what aspects of RSE they deem to be within the science curriculum and what aspects they deem to fall within PSHE.

Before completing the policy, schools should consult with parents, pupils and staff. For sample consultation methods, please visit the

For support reviewing or rewriting your RSE policy, email Claire on [meadec@ealin.gov.uk](mailto:meadec@ealin.gov.uk) Alternatively, you can access a sample RSE policy for primary schools on our EGFL page.





# Engage parents

As previously stated, when parents hear Relationships and Sex Education they tend to focus on 'sex.' It is important to effectively engage parents to ensure they understand the range of topics that effective RSE covers.

## ● Parent workshop

Before your school begins to deliver RSE, it is important to share the content of the curriculum with parents.

This workshop should focus on defining RSE and explaining the range of topics are covered as part of RSE. The workshop should also outline the statutory guidance in relation to RSE and should explain the link between RSE and safeguarding.

For support in delivering RSE parent workshops contact  
**meadec@ealing.gov.uk**  
or visit **www.egfl.org.uk**

## ● Consult parents

As part of developing an RSE policy, schools should consult with parents. Some effective ways of consulting parents are:

- During the parent workshops
- Send out a parent survey
- During a parent forum meeting
- Holding a parent conferencing session.

These consultation methods should feed into the development of the policy and implementation of RSE throughout the school.

## ● Withdrawals

Parents reserve the right to withdraw their children from aspects of RSE that sit outside of the science curriculum. If a parent chooses to withdraw their child, we recommend the following steps:

- SLT meet with parents and explain the content of the lessons  
Ask the parent what their concerns are and explain the importance of RSE
- Share lesson content and resources with parents
- If the parents still wants to withdraw their child, ask the parent to deliver the RSE content at home using the resources provided and arrange a meeting to discuss the lessons in one month.





# Staff training

**To successfully implement a consistent whole school approach to RSE, ensure that all staff are confident in delivering the lesson content and are also confident in answering questions from pupils.**

## Case study

Last year, Clifton Primary School ran two staff training sessions to ensure their staff were prepared and confident in delivering RSE lessons to all year groups. By the end of these trainings 100% of teaching staff were confident in delivering the RSE lesson content.

Before you deliver RSE lessons, it is important to ensure all staff are confident in the content.

The staff questionnaire will inform you about the training needs of your staff. We recommend running a training session which focuses on why RSE is important, the statutory guidance in relation to RSE and the links to safeguarding.

This training should also discuss the policy to staff. The training should explain how you are informing parents about the RSE letters and should also explain what members of staff should do if a parent states they wish to withdraw their child from RSE. This will ensure a consistent approach to RSE.

The training should also explain the importance of 'Ground Rules' in RSE lessons and should explain how staff can use distancing techniques to successfully deliver the content.

Finally, the training should provide staff with the opportunity to look at the lesson content and examine how the content develops and builds throughout primary school.

Provide staff with an opportunity to ask questions and inform staff how to answer difficult questions from pupils.

For support delivering staff training contact **[meadec@ealing.gov.uk](mailto:meadec@ealing.gov.uk)**





## Deliver and assess RSE

**RSE is delivered in the Summer Term of the Ealing PSHE scheme of work. There is no legal requirement for schools to inform parents that RSE is being delivered but it is important to share resources and information with parents to ensure a consistent approach. See page 11 for advice on what to do if a parent chooses to withdraw their child from RSE.**

It is important to remind staff that RSE is not just taught in upper Key Stage Two, but is a spiralling and progressive curriculum which begins in Reception.

If staff are not confident delivering RSE, suggest team teaching lessons to help build confidence. It may also be useful for less experienced teachers to observe more experienced teachers as this also builds confidence.

Some schools choose to deliver RSE in split gender groups, whereas some schools choose to deliver to mixed gender group. It is suggested that schools deliver RSE to mixed gender groups, however if your school believes that split gender groups is more appropriate for your specific

cohorts then that is fine too. Sometimes it can reduce parents concerns or parental withdrawals if you deliver the content in split gender groups. However, it is strongly advised not to deliver the content in split gender groups below Year 4. It is also vital that if you split by gender, both groups are getting identical lesson content.

Before staff deliver the lessons it is important to remind them:

- To set 'Ground Rules'
- Use distancing techniques
- Plan and rehearse the lesson
- You don't have to answer every question immediately
- If you are concerned about a child's knowledge or questions talk to the CP lead.

### Assessment

In the Ealing PSHE scheme of work, assessment opportunities for RSE are highlighted in red. Staff can use these opportunities to assess and evidence RSE.



# Review, monitor and evaluate

It is important that review, monitor and evaluate your whole school approach to Relationships and Sex Education. There are a three ways to review, monitor and evaluate:

## ● Regular monitoring

PSHE co-ordinators should monitor RSE during the summer term, as part of their regular PSHE monitoring. This includes collecting samples of evidence, and assessment, and carrying out pupil conferencing sessions.

PSHE co-ordinators may also choose to observe RSE lessons once during the summer term. A lesson observation template can be found in the PSHE toolkit on EGFL.

Ensure you always feed back information gathered during monitoring sessions to members of staff. This will help staff identify their strengths and build on their areas for development.

## ● Repeat needs assessment

To measure the impact RSE is having on staff, parents and pupils, you should repeat the needs assessment carried out in step 2.

By repeating the needs assessment, you will be able to identify new areas of strength and areas for development by directly comparing results.

This will allow you to celebrate achievements in RSE throughout the year and will help you identify new outcomes for the next academic year's action plan. Again, it is important to ensure all results are shared with staff and parents.

## ● Working party

When you have repeated your needs analysis, you should then meet with the RSE working party and review your planned actions and outcomes.

The working party should then decide what they would like to focus on for RSE for the coming year. Once RSE is established within a school you may choose to focus on safeguarding workshops for parents, embedding the NSPCC PANTS rule or developing a whole school approach to raising the awareness of FGM.

For more information on the above topics email [meadec@ealing.gov.uk](mailto:meadec@ealing.gov.uk)





# RSE Checklist

step

1

## Set up a working party

- ☐ Create an RSE working party made up of headteacher, members of SLT, PSHE lead, governors, CP lead, parents and pupils.
- ☐ Share the importance of RSE with the working party. Ensure all members have a shared understanding of RSE and its link to safeguarding.

step

2

## Carry out a needs assessment

- ☐ Carry out the RSE audit.
- ☐ Ask staff and pupils to complete questionnaires.
- ☐ Use your HRBS to identify areas of strength and areas for development for RSE and safeguarding.

step

3

## Review RSE policy

- ☐ Decide what content will be covered in PSHE and science.
- ☐ Consult parents, staff and pupils.

step

4

## Engage parents

- ☐ Consult parents and inform them about content of RSE.
- ☐ Hold a parent workshop to share content and resources the school will use to deliver RSE.
- ☐ Contact the health improvement team to deliver bespoke RSE parent workshops.

step

5

## Staff training

- ☐ Use the results from the needs analysis to identify areas for staff development.
- ☐ Contact the health improvement team to deliver staff training to develop a shared understanding of RSE and increase staff confidence in delivering RSE.
- ☐ Share resources with staff and ensure they know how to establish ground rules and use distancing techniques.

step

6

## Deliver and assess RSE

- ☐ Ensure all teachers are delivering RSE in the summer term.
- ☐ Ensure class teachers know how to assess RSE using the scheme of work.
- ☐ Ensure teachers are keeping samples of assessment in their class PSHE folder.
- ☐ Gather samples of evidence and assessment from class teachers once RSE has been delivered.

step

7

## Review, monitor and evaluate

- ☐ Gather samples of evidence and assessment once RSE has been delivered.
- ☐ Repeat the needs assessment carried out in step 2.
- ☐ Meet with working party, evaluate the success of RSE over the previous year. Decide as a group what focus you will choose next for RSE.

# Frequently asked questions



## ? Why is RSE so important?

- A** Effective Relationships and Sex Education ensures that all children know and understand how to keep themselves safe, helps children understand appropriate and inappropriate touch, teaches children how to maintain and develop healthy relationships and prepares children for puberty. RSE teaches children how to name parts of their body, understand which parts are private and develops key assertiveness skills which help children protect themselves.

## ? We have high rates of parental withdrawal, what should we do?

- A** Parents reserve the right to withdraw their child from aspects of RSE which sit outside of the statutory science curriculum. In your school's RSE policy, you should clearly state the aspects of RSE that are part of science and the aspects that are part of PSHE so parents understand which lessons they can and cannot withdraw their child from.

If a parent insists on withdrawing their children, a member of SLT should meet with the parent and explain the importance of RSE. You should also use this meeting to listen to the parent's concerns and use your school policy to put the parent at ease. You should share all lesson content and resources with the parent.

If a parent still insists on withdrawing their child, you should explain that safeguarding is a statutory requirement for all schools and RSE is pivotal to this. Explain that as their child will not be receiving RSE in school, you would like the content to be delivered at home to ensure the child has the knowledge and skills to keep themselves safe.

Share lesson content and resources with the parent and arrange another meeting in one month where you can discuss how the lessons were delivered at home. Always keep a record of children who are withdrawn from RSE.

## ? Do I have to tell parents I am teaching RSE?

- A** There is no legal requirement for schools to tell parents they are delivering RSE, however to embed a consistent approach to RSE it is advisable to inform parents. You can do this via text or letter or even via the school's curriculum overview. For a sample parent letter, please see page 27.

## ? Should we split the year groups by gender to deliver the lessons?

- A** It is advised to deliver RSE in mixed gender groups, however if you feel split gender groups is more appropriate for your school then you can split by gender. It is vital that both groups are receiving identical content.

## ? What resources should we use?

- A** We recommend schools use the Christopher Winter Project (CWP) third edition resources to deliver RSE. The CWP resources are embedded in the Ealing PSHE scheme of work from Reception to Year 6. No videos are used in these lessons.





# Resources and support

## Health Improvement support

The Ealing health improvement team can help schools introduce a consistent whole school approach to RSE through our 'Relationships and Sex Education package' which includes:

- A pupil assembly
- Two bespoke parent workshops, tailored to the needs of your school
- Bespoke staff training, tailored to the needs of your school
- 2 modelled RSE lessons in a key stage or year group of your choice
- Access to 4 central RSE trainings
- RSE policy review, including consultation with all key groups.

For more information on the support we can offer, email Claire: [meadec@ealing.gov.uk](mailto:meadec@ealing.gov.uk)

## Relationships and Sex Education toolkit

This toolkit is designed to support schools in developing, embedding and monitoring a consistent whole school approach to RSE. This toolkit helps ensure all key stakeholders understand the importance of RSE, know the topics that are taught as part of RSE and understand how RSE links to safeguarding. Download this toolkit from our EGFL page. On our EGFL page, you can also access resources, Ofsted mapping tools, teacher and pupil questionnaire, an RSE audit, action plan and observation templates: [www.egfl.org.uk/healthy-schools](http://www.egfl.org.uk/healthy-schools)



# Appendix



# Appendix

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- 20 Overview of RSE topics
- 21 Teacher questionnaire
- 22 RSE audit
- 23 RSE and the science curriculum
- 27 Parent letter

# Overview of RSE topics

Below is an overview of Relationships and Sex Education from the Christopher Winter Project. The below lessons are embedded within the Ealing PSHE scheme of work.

Year group	Lesson content
<b>Reception</b>	<b>Lesson 1:</b> Our day <b>Lesson 2:</b> Keeping ourselves clean <b>Lesson 3:</b> Families
<b>Year 1</b>	<b>Lesson 1:</b> Keeping clean <b>Lesson 2:</b> Growing and changing <b>Lesson 3:</b> Families and care
<b>Year 2</b>	<b>Lesson 1:</b> Differences, boys and girls <b>Lesson 2:</b> Differences, male and female <b>Lesson 3:</b> Naming the body parts
<b>Year 3</b>	<b>Lesson 1:</b> Differences male and female <b>Lesson 2:</b> Personal space <b>Lesson 3:</b> Family differences
<b>Year 4</b>	<b>Lesson 1:</b> Growing and changing <b>Lesson 2:</b> What is puberty? <b>Lesson 3:</b> Puberty, changes and reproduction
<b>Year 5</b>	<b>Lesson 1:</b> Talking about puberty <b>Lesson 2:</b> Male and female changes <b>Lesson 3:</b> Puberty and hygiene
<b>Year 6</b>	<b>Lesson 1:</b> Puberty and reproduction <b>Lesson 2:</b> Understanding relationships <b>Lesson 3:</b> Conception and pregnancy <b>Lesson 4:</b> Communicating in relationships



# Teacher questionnaire

Please read the statements below and tick the most relevant response.

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
I teach RSE to my year group					
I feel confident delivering RSE lessons					
I have received adequate support/training for teaching RSE					
RSE education is well resourced in this school					
The RSE scheme of work we use is well-planned and easy to follow					
I feel confident assessing RSE					
I feel confident discussing RSE with parents					
I am confident answering difficult questions from pupils and parents					

**Other comments:**

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# RSE audit

Please tick the most relevant response to each of the statements below

	Yes	No	Comments
Is RSE embedded in the PSHE curriculum?			
Does the school follow the Ealing PSHE scheme of work for RSE?			
Do teachers feel confident teaching RSE?			
Do teachers feel confident assessing and evidencing RSE lessons?			
Do you have systems in place to support teacher's delivering RSE and aid their confidence?			
How many teachers have undergone RSE related training in the last three years?			
Do you have an RSE policy?			
Do you consult staff, parents, pupils and governors when developing this policy?			
Does your school have a clear procedure to deal with parental withdrawals?			
Do you collect RSE evidence and assessment from teachers?			
Do you carry out pupil conferencing sessions based on RSE?			
Do you observe RSE lessons?			

**Top three actions:**

1.

2.

3.



# RSE and the science curriculum

Year group	Statutory science curriculum	Notes and guidance (non-statutory)	Minimum recommended RSE learning outcomes
Year 1	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.	Progression from hygiene work taught in EYFS and linked to Year 1 science i.e. correct scientific vocabulary of all body parts (safeguarding) Children should: Know how to keep clean and look after oneself, know the differences between boy and girl babies and know which people we can ask for help.
Year 2	Notice that animals, including humans, have offspring which grow into adults.	They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.	Complementary to Year 2 science (i.e. animals, including humans, have male and female offspring) and progression from Year 1 RSE. Children should: Talk about the ways boys and girls can be the same and different (linked to science), describe some differences between male and female animals and name the male and female body parts.

# RSE and the science curriculum

Year group	Statutory science curriculum	Notes and guidance (non-statutory)	Minimum recommended RSE learning outcomes
Year 3	Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.	Recap on Year 1 and 2. Children should be able to: Name male and female body parts using agreed words, talk about ways of dealing with unwanted and identify who to go to for help and support.
Year 4	Describe the simple functions of the basic parts of the digestive system in humans and identify the different types of teeth in humans and their simple function.	Pupils should be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions.	Progression from Year 2 science i.e. growth. Children should be able to describe the body changes that happen when a child grows up, understand why the body changes during puberty and know that each person experiences puberty differently.



# RSE and the science curriculum

Year group	Statutory science curriculum	Notes and guidance (non-statutory)	Minimum recommended RSE learning outcomes
Year 5	Describe the changes as humans develop to old age. Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals.	Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows. Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.	All complementary to Year 5 science. Children should be able to ask questions about puberty with confidence, describe how to manage physical and emotional changes and know how to get help and support during puberty.

# RSE and the science curriculum

Year group	Statutory science curriculum	Notes and guidance (non-statutory)	Minimum recommended RSE learning outcomes
Year 6	<p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Pupils should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function.</p>	<p>Progression from Year 5 science (reproduction in science has been split from Year 5 RSE to Year 6 to ensure pupils have sufficient time to explore all elements of puberty).</p> <p>Children should be able to describe how and why the body changes during puberty in preparation for reproduction, explain how babies are made and describe the decisions that have to be made before having a baby.</p>









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**Re: Year 6 Relationships and Sex Education information session for parents and carers.**

The topics covered in year 6 are;

- Thank you for your co-operation.

Class: \_\_\_\_\_

Date: \_\_\_\_\_

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