

# Effective RSE

*What is it? Top tips for delivering it.*



Health Improvement Team

# Meet the team

## The Health Improvement Experts



**Karen Gibson**  
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*Safeguarding*



**Nicole McGregor**  
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*Nutrition & Exercise*



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*RSE & PSHE*



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*Mental Health &  
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**Mubina Asasia**  
Health Improvement  
Advisor

*Preventing  
Extremism in schools*

# Our services to schools

The Health Improvement team's three services



## Universal

All schools receive this service for free.



## Health Partnership

Workshops, resources and training.



## Universal

Three day customised service.

# What we do

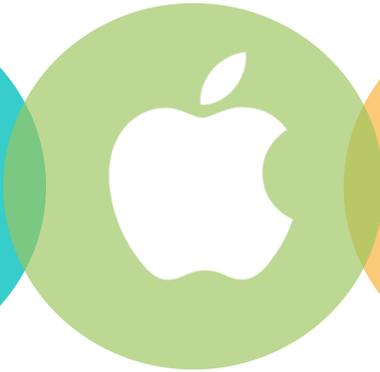
We provide support and training in five areas:



**Safeguarding**



**RSE**



**Nutrition**



**PSHE**



**Emotional wellbeing**

# Aims of the workshop



## Increased Confidence

Increased confidence in delivering quality RSE lessons



## Increased knowledge

Increased knowledge of what RSE is.



## Increased understanding....

Increased understanding of what a quality RSE scheme of work is



## Increased understanding....

Increased understanding of how to monitor and assess RSE

# Ground Rules

**R** - Respect

**O** – Openness

**C** – Confidential

**K** - Kind



**Ice breaker**

**My RSE**

**How happy were you with the relationships and sex education you got when you were growing up?**

**What information did you get?**

From your parents?

From school lessons?

From your friends?

From magazines or elsewhere?

**What did you think about that, then and now?**



We want  
to know



We want to  
be able to



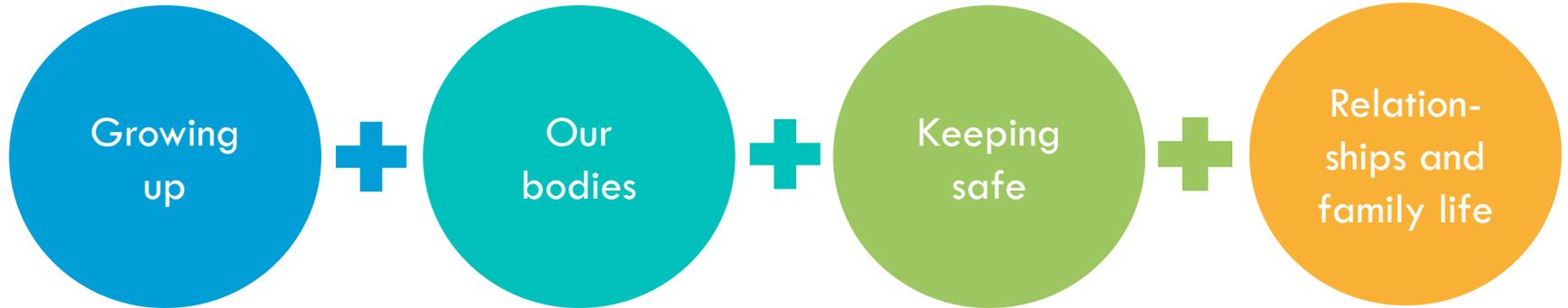
Challenges

# What is Relationships and Sex Education?

Relationships and Sex Education is a key aspect of Personal, Social, Health and Economic Education. (PSHE)

RSE is a key aspect of the spiritual, moral, social and cultural (SMSC) development in schools

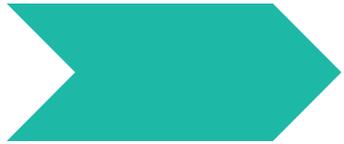
# What topics are covered?



# RSE should ensure that all children:



Develop confidence in talking, listening and thinking about feelings and relationships.



Are able to name parts of the body and describe how the body works.



Have the skills, language and confidence to protect themselves



Are prepared for puberty.

# What is the government guidance?

Policy

Science

Keeping  
children  
safe

Ofsted

# Policy:

All maintained schools are **required** to have an up to date Relationships and Sex Education (RSE) policy that describes the content and organisation of RSE where it is taught **outside** the Science curriculum.

All schools are required to have this information available on their school website.



# Science:

It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age.

# RSE in the Curriculum

## Key Stage 1 (age 5-7 years)

### *Year 1 pupils should be taught to:*

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

### *Year 2 pupils should be taught to:*

Notice that animals, including humans, have offspring which grow into adults  
Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

# RSE in the Curriculum

## Key Stage 2 (age 7-11 years)

### *Year 5 pupils should be taught to:*

Describe the life process of reproduction in some plants and animals

Describe the changes as humans develop to old age

### *Year 6 pupils should be taught to:*

Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

# RSE in the Curriculum

## Key Stage 3 (age 11-14years)

### *Reproduction*

Reproduction in humans (as example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyles on foetus through the placenta

### *Health*

The effect of recreational drugs (including substance misuse) on behaviour, health and life processes.

# RSE in the Curriculum

## Key Stage 4 (age 14-16years)

### *Health*

Communicable diseases including sexually transmitted infections in humans (including HIV/AIDS)

### *Coordination and control*

Hormones in human reproduction, hormonal and non-hormonal methods of contraception

### *Evolution*

Sex determination in humans

# 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 safe-guarding in a school when determining overall grade. Effective RSE it pivotal to this.



# Ofsted:

‘Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. **They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.**’

*Outstanding criteria from new framework*



# RSE and parents

Important to  
hold RSE  
parent  
sessions

Share  
materials  
through open  
dialogue

Consult  
during  
formation of  
policy

Do not  
assume  
anything

# RSE and safeguarding

Why is RSE so important?

Universal  
language  
spoken by all

FGM

CSE and  
grooming –  
links to e-  
safety

Promotes  
healthy  
relationships

**What topics are covered as  
part of RSE?**

**Draw activity**

**When should these be taught?**

**Timeline activity**

# Schemes of work

Ealing scheme  
of work

Christopher  
Wintour  
Project

Image in  
action  
(Special  
schools)

SRE covered  
(High schools)

# How do I decide what to use?



Spiral curriculum that revisits topics or themes



Safeguarding is a golden thread



Focuses on educational readiness – age appropriate



Layered approach

# Delivering RSE lessons

# What is important to remember?



Normalise the themes being discussed



Be sensitive to discussions, children may feel uncomfortable



You don't need to answer everything immediately



Safeguarding – If in doubt – shout!

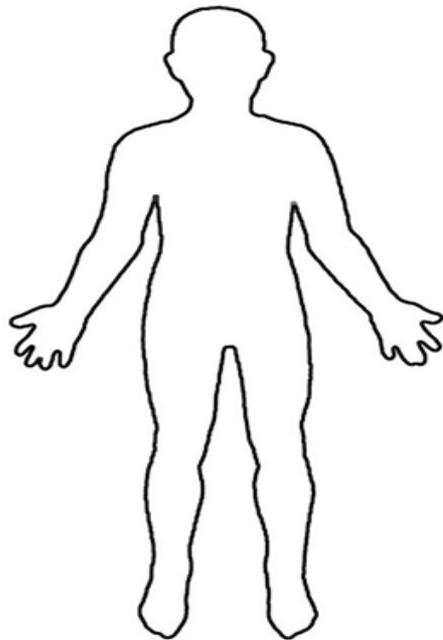
# Assessment

Prior  
Baseline

During  
AfL

Post  
End  
evaluation

I can explain ways of keeping clean and can name the main parts of the body



List some ways of keeping clean here or draw on the picture above:

Pupil has:

full understanding

some understanding

no understanding

Where do they need to go next?

\_\_\_\_\_

1. What do you already know about changes during puberty for;

Girls?

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•

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Boys?

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2. What do you think you **need** to learn more about?

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3. What would you **like** to learn more about?

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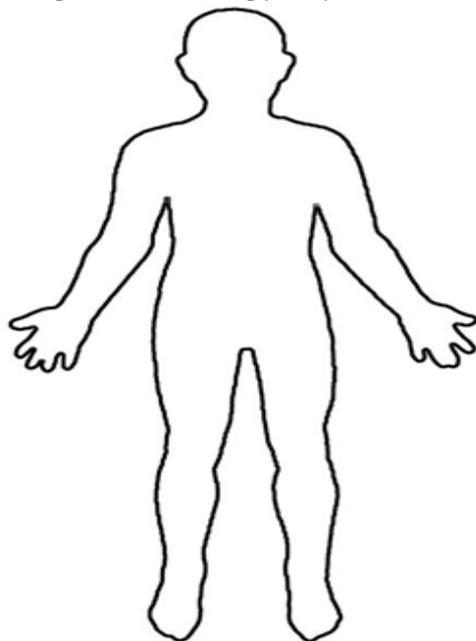
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4. How would you like that learning to take place?

•

•

End of key stage statement: I can demonstrate through words and pictures some of the bodily and emotional changes that occur during puberty



List some other emotional changes if not labeled above:

Pupil has:

full understanding

some understanding

no understanding

Where do they need to go next?

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Dr. Lee's Problem Page

Dear Dr. Lee,  
All my friends have started their periods and I think it may be my turn soon. What should I do so that I feel more prepared?

**Judith aged 11**

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Dear Dr. Lee,  
I've recently noticed that I've started to grow hairs on my upper lip. I feel really embarrassed by it and I'm really worried that the other boys in my class will make fun of me. Can you help?

**Tom aged 12**

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Dear Dr. Lee,  
I've started to feel really irritable and moody all of the time. I've tried talking to my friends and my mum about it but they don't seem to understand. Sometimes I feel really angry for no reason and I'm worried I'm never going to feel happy again. Can you help?

**Ian aged 13**

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Dear Dr. Lee,  
Mum and my mum always seem to be arguing. We used to get on really well but things have changed. She never seems to understand how I feel and she always tries to stop me from having any fun. It's making me feel really depressed.

**Sammy aged 14**

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**KS2 - PSHE Pupil Assessment Sheet**  
**Baseline**

Topic/learning objective:

What I know about this topic:

What I think about this topic:

What I would like to know about this topic:

**KS2 - PSHE Pupil Assessment Sheet**  
**End of unit**

Topic/learning objective:



I have learnt

about...

to do...

I enjoyed...

Now I will.....

I think that.....

I think it would have been better if....

I would like to know more about.....

# Assessment for learning activities



Carousel interview



Sentence stems



The story so far



Diamond 4 or diamond 9



My toolbox

# Useful strategies

Don't feel  
pressured

Visual  
timetable

Question  
box

Prepare  
and  
practice!

**What would you say?**

**What wouldn't you say?**

# Crunch Moment

**Follow up**

**How could this have been prevented?**

**Knowledge**

**Skills**

**Crunch Moment**

**Vocabulary**

**Personal  
attributes**



# Thank you



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