

KS1 RSE

Activities and resources

Health Improvement Team

Meet the team

The Health Improvement Experts



Karen Gibson
Health Improvement
Team Manager
Safeguarding



Nicole McGregor
Health Improvement
Officer
Nutrition & Exercise



Claire Meade
Health Improvement
Officer
RSE & PSHE



Stacey Edmead
Health Improvement
Officer
*Mental Health &
Emotional Wellbeing*



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

Four day customised service.

What we do

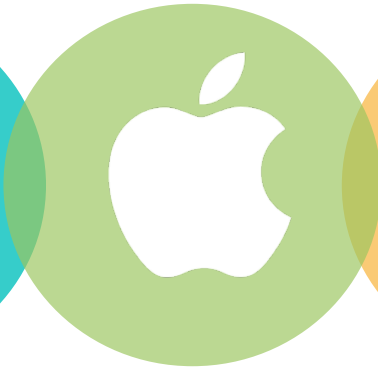
We provide support and training in five areas:



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 topics are covered in KS1



Increased understanding....

Increased understanding of how to assess RSE



Increased understanding....

Increased understanding of what materials are available for KS1 RSE

Ground Rules

R - Respect

O – Openness

C – Confidential

K - Kind





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

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.

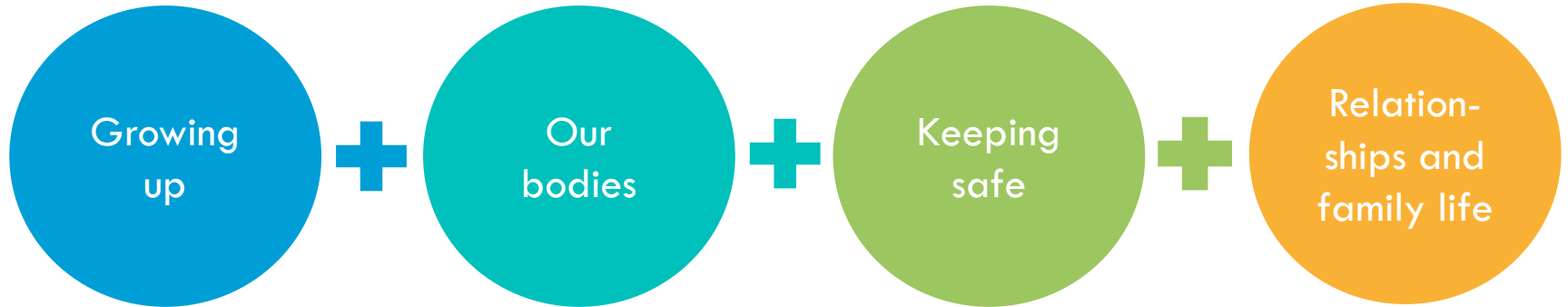


Have the skills, language and confidence to protect themselves



Are prepared for puberty.

What topics are covered?



Timeline



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**

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 safeguarding

Why is RSE so important?

Universal
language
spoken by all

FGM

CSE and
grooming –
links to e-
safety

Promotes
healthy
relationships

Schemes of work

Ealing scheme
of work

Christopher
Wintour Project

Image in action
(Special
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!

Looking at lesson plans

What lesson plans are useful? Why?

What would you change? Why?

What would the challenges be? How could these be overcome?

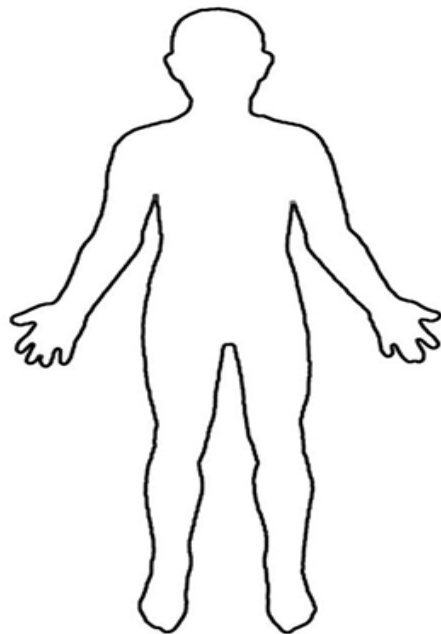
Assessment

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?

Prior

Prior

KS1 - PSHE Assessment Sheet Baseline

Topic/learning objective:

I have learnt...

I enjoyed...

I would like to know more about...

During

Sentence
stems

The story
so far

Diamond 9
or 4

My
toolbox

End of unit



End of lesson assessment



Learning Objectives:

To know the names of body parts

Success criteria:

I can name parts of the body

I can label parts of the body

I can understand how to keep my body clean

Plenary:

To keep my body clean I can... ..

To keep my body safe I can...

It is important to remember...

End of unit

KS1 - PSHE Assessment Sheet

End of unit

Topic/learning objective:

What I already know about this topic:

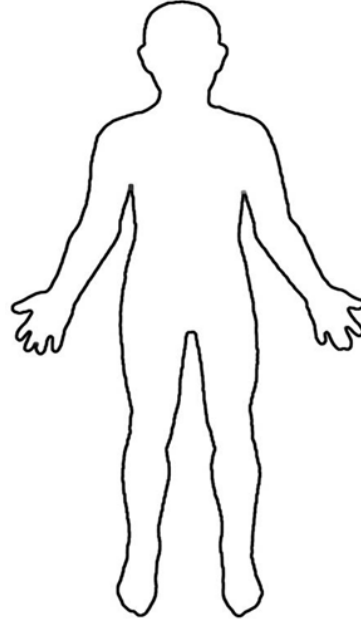
I would like to know about this topic:

End of unit

KS 1 RSE Assessment - label body parts

Name _____

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

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




meadec@ealing.gov.uk



www.egfl.org.uk



020 8825 6173

- 
- **Bring:**
 - Timeline
 - Assessment materials
 - Lesson plan materials
 - CWP and SOW