



Diocese of Norwich  
Education and  
Academies Trust

# RSHE TRAINING- 2020

Churchside Federation



# Changes to how Relationship, Sex, Health Education is taught

From September 2020, RSHE is compulsory for every year group.

The rationale behind this is that the children today live in a very different world with technology and attitudes which are ever changing. This programme sets out to provide the children with a wider understanding of relationships, their own bodies and how to keep themselves healthy and seek help if they need it. It incorporates aspects of online safety as well.

If you would like to read the government guidance, it can be found here:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

# Use of language

One of the main points which the RSHE guidance discusses is the use of language.

Even though it may feel uncomfortable for us to use specific words to describe the anatomy of a human, it is crucial that we do, and that we use it correctly.

There are several reasons for this:

- If a child is describing a pain or injury to you, it is important to know where the pain is. This language makes this easier as it is more specific.
- If a child has been subject to (or is being subjected to) abuse, it is highly unlikely that their abuser would use the scientific names for body parts. If we use another term, we may in fact trigger a reaction in the child and cause them unintended distress. It also enables the child to disclose information in a more clinical way so you can understand the extent of the abuse.

## Key words per year group

**EYFS-** feelings, comfortable, uncomfortable, hygiene, same, similar, different, like, dislike, difficult, private, special.

**Year 1-** emotions, feelings, penis, vulva, communication, similarities, differences, disease, bacteria, problem, help.

**Year 2-** self-esteem, vagina, bullying, unique, personal space, privacy, secret, surprise.

**Year 3-** aspiration, compliment, self-esteem, penis, vulva, hygiene, relationship, gender, stereotype, testicles, vagina.

**Year 4-** emotions, empathy, foetus, puberty, public, private, similar, different, identity, marriage, arranged, forced, peer pressure.

**Year 5-** puberty, penis, erection, wet dream, gender, sex, intersex, transgender, gay, lesbian, personal information, online.

**Year 6-** body image, homophobic, biphobic, transphobic, vulva, clitoris, circumcision, female genital mutilation, infection, sexually transmitted infection, condom, problems, support, help, trust.

# How we are going to teach RSHE at Churchside

We will be teaching RSHE on specific days- 1 day each half term.

This is to enable adequate staffing (each RSHE lesson will be done to a specific year group and must have 2 adults present), and also adequate groupings of children.

If you are concerned that a child in a specific year group cannot access the content of the lessons and would benefit from being in a younger setting, the structure of these days allows for this. Please discuss this with Katie Tinkley beforehand to discuss arrangements and appropriateness.

The days will be called Healthy Body, Healthy Mind, Healthy Me days and will consist of RSHE, PSHE (Paths) and Online Safety Workshops.

At Mundford, this will be easier due to the unmixed classes, however it will be necessary to ensure that 2 members of staff are present. A suggested timetable for Gooderstone is on the next slide.

It is important to bear in mind that we are Christian schools and so Christian values are woven into the curriculum, without suppressing the content of what we have to teach.

A working agreement will be made with the children for them to understand what is expected of them in the sessions.

# Proposed Timetable Healthy Body, Healthy Mind, Healthy Me days- Gooderstone



	R	1	2	3	4	5	6
9:20-10:45	Online Safety Sharon C Sharon W	Online Safety Sharon C Sharon W	Online Safety Sharon C Sharon W	Online Safety Anna Natalie	Online Safety Anna Natalie	Online Safety Anna Natalie	RSE Emma Sharon P
11:00-12:20	Paths Natalie	Paths Natalie	RSE Sharon C Sharon W	Paths Anna	Paths Anna	RSE Emma Sharon P	Online Safety Independent activity- Anna
1:15- 2:15	Paths Sharon P	RSE Sharon C Sharon W	Paths Sharon P	Paths Emma	RSE Anna Natalie	Paths Emma	Paths Emma
2:15- 3:15	RSE Sharon C Sharon W	Paths Sharon P	Paths Sharon P	RSE Anna Natalie	Paths Emma	Paths Emma	Paths Emma



	Sharon C Sharon W	Anna	Natalie	Emma	Sharon P
9:20-10:45	Online Safety R, 1, 2	Online Safety 3, 4, 5	Online Safety 3, 4, 5	RSE 6	RSE 6
11:00-12:20	RSE 2	Paths 3, 4 Monitor Year 6	Paths R, 1	RSE 5	RSE 5
1:15- 2:15	RSE 1	RSE 4	RSE 4	Paths 3, 5, 6	Paths R, 2
2:15- 3:15	RSE R	RSE 3	RSE 3	Paths 4, 5, 6	Paths 1, 2

# How we are going to teach RSHE at Churchside

We have bought into the planning resource from Educator Solutions which has a full pack of plans and resources for you to use in the lessons.

It is crucial that you look at these plans before the day of the lesson to ensure that you have a good understanding of the content and so you can consider your class specific needs when planning for the activities.

We have access to an online version of the document and a hard copy which will be kept in school. I will download the pack of lessons for each year group and put them on the public drive at each school for you to use.

On the following slides is the long term plan and an example of a lesson from Year 3 from the resource with explanations.



Year Group	Autumn 1- My feelings	Autumn 2- My body	Spring 1- My relationships	Spring 2- My beliefs	Summer 1- My rights and responsibilities	Summer 2- Asking for help
R	Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings.	Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene.	Pupils understand that there are similarities and differences between everyone and can celebrate this.	Pupils can recognise what they like and dislike and feel empowered to make real, informed choices.	Pupils understand the concept of privacy, including the right to keep things private and the importance of respecting another person's right to privacy.	Pupils can identify the special people in their lives, what makes them special and how special people care for one another.
1	Pupils are able to communicate about feelings, to recognise how others show feelings and know how to respond.	Pupils can correctly name the main parts of the body, including external genitalia using scientific terms.	Pupils understand the importance of listening to other people, playing and working co-operatively, including strategies to resolve simple disagreements through negotiation.	Pupils can identify and respect differences and similarities between people, and can celebrate this.	Pupils understand that some diseases are spread, and that they have the right to be protected from diseases and the responsibility to protect others.	Pupils can identify the people who look after them and how to attract their attention if needed.
2	Pupils can recognise and celebrate their strengths and achievements, and set simple but challenging goals.	Pupils can recognise how they grow and will change as they become older.	Pupils can recognise different types of teasing and bullying, and understand that these are wrong and unacceptable.	Pupils can identify the ways in which people and families are unique, understanding there has never been and	Pupils can judge what kind of physical contact is acceptable, comfortable or uncomfortable and how to respond.	Pupils know the difference between secrets and surprises, and the importance of not keeping a secret that makes them feel

				will never be another them.		uncomfortable, worried or afraid.
3	Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to high self-esteem	Pupils know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness.	Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships.	Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy, or one way to be a girl.	Pupils understand the right to protect their body from unwanted touch.	Pupils can identify the difference between secrets and surprise, knowing when it is right to break confidence and share a secret.
4	Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond.	Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.	Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.	Pupils recognise differences and similarities between people arise from a number of factors including family and personal identity.	Pupils know that marriage is a commitment freely entered into by both people and that no one should marry if they don't absolutely want to or are not making the decision freely for themselves.	Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.
5	Pupils can anticipate how their emotions may change as they approach and move through puberty.	Pupils can anticipate how their body may change as they approach and move through puberty.	Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships.	Pupils know the correct terms associated with gender identity and sexual orientation and the unacceptability of	Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared	Pupils have considered how to manage accidental exposure to explicit images and upsetting online material, including who to talk

				homophobic and transphobic bullying.	without their permission.	to about what they have seen.
6	Pupils can recognise how images in the media, including online, do not always reflect reality and can affect how people feel about themselves.	Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female sexual organs.	Pupils realise the nature and consequences of discrimination, including the use of prejudice-based language.	Pupils know some cultural practices are against British law and universal human rights, including female genital mutilation (FGM).	Pupils have an awareness that infections can be shared during sexual intercourse, and that a condom can help to prevent this.	Pupils develop the confidence and skills to know when, who and how to ask for help independently, or with support.
Events:						

# Year 3

## Scheme of work

This chapter provides a detailed scheme of work for six lessons appropriate for Year 3. Each lesson addresses a key RSE topic:



### **My feelings**

Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to high self-esteem.



### **My body**

Pupils know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness.



### **My relationships**

Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships.



### **My beliefs**

Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy or one way to be a girl.



### **My rights and responsibilities**

Pupils understand the right to protect their body from unwanted touch.



### **Asking for help**

Pupils can identify the difference between secrets and surprise, knowing when it is right to break a confidence and share a secret.

The Scheme of work shows the themes for each of the Healthy Body, Healthy Mind, Healthy Me days and the goal for each day.

High self-esteem lies at the heart of pupil health and wellbeing, contributing towards a reduction in risk taking behaviours. Encouraging pupils to identify and celebrate their strengths and confidently accept compliments without embarrassment is a clear demonstration of fostering healthy self-esteem. Any negative self-talk by pupils needs to be addressed sensitively throughout the lesson. It is important to be mindful that some pupils may have low self-esteem and will find the lesson a greater challenge than pupils with healthy self-esteem.



## Lesson Aim

Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to high self-esteem.



## Lesson Outcomes

- › I understand the term self-esteem and know why it is important to have high self-esteem
- › I can recognise some of my strengths
- › I have set an aspirational personal goal for myself



## Resources



Character



Certificate

You will also need:

- › Balloons
- › Small slips of paper
- › Pens
- › Paper strips



Key words: aspiration, compliment, self-esteem

This is the first lesson plan for Year 3- My feelings.

The resources are included in the PDF and hard copy at school.

Additional resources will need to be sourced.



Beginning the lesson



Activity one



Activity two



Activity three



Extension



Finishing the lesson

## Beginning the lesson

Begin the lesson by explaining that in this lesson we will be learning about why it is important to be proud of ourselves. Our views about ourselves can change over time but it is important to be kind to ourselves. We will think about the things we are good at as well as the parts of our personality we are proud of.

Reassure pupils that it is good to feel good about yourself! Remind pupils of the working agreement.

### Activity one

#### Compliment choices

Ask pupils to share ideas about something that has made them feel good about themselves within the last week. It is important if a pupil attempts to downplay their achievement that you encourage them to discuss it with pride.

**Suggested answers:** *a good piece of school work, sporting achievement, an act of kindness, celebrating something at home, receiving a certificate*

Explain how we all have different strengths, and that this is beneficial. If we were all good at the same things it would not be possible to function as a society. For example, if we were all talented artists, who would be the doctors etc?

Tell pupils that you are going to read out several things that some of them might be good at. Include relevant pupil examples from the previous activity, as well as the examples. If pupils feel it is a strength for them, they stand up:

- › Reading
- › Drawing
- › Being a good friend
- › Sport: football, swimming, running, gymnastics etc
- › Singing
- › Playing an instrument
  
- › Helping others
- › Being kind
- › Include some pupil suggestions from the beginning of the activity, if relevant

Continue this activity until all pupils are stood up, or if you prefer for pupils to stand at each suggestion then ensure everyone has stood at least once.

Tell pupils that they are going to be asked to take it in turns to give a compliment to the person they are sat next to. Explain that a compliment is when someone says something nice about you and it is appropriate to say 'thank you' in response. It is important not to dismiss the compliment.

Your class may benefit from you demonstrating this with another member of staff.

## Extension

Give each pupil a certificate template. Tell pupils to complete the certificate before writing a compliment on it. These can be laminated and used as a desk mat or displayed in class with the paperchain of aspirations.

## Finishing the lesson

Finish the lesson by providing pupils with an opportunity to ask questions. Ask pupils to tell you some examples of positive self-talk that can be used to build self-esteem.

Reassure pupils that it is natural to experience a range of feelings about ourselves, sometimes these can change over time. Remind pupils that it is important to be positive to ourselves and others to keep self-esteem high.

Signpost who pupils can talk to in school if they have any concerns or questions about what has been taught in the lesson.

Each part of the lesson has its own explanation.

## Assessment

Evidence: Low and high self-esteem characters; paper chain of aspirations; compliment certificates, if extension activity completed.

- 1 Pupils could stand up, demonstrating recognition of at least one personal strength.

DISAGREE ☐ ☐ ☐ ☐ ☐ AGREE

- 2 Pupils considered a range of internal thoughts, feelings and outward behaviours related to low and high self-esteem through fictional characters. Additionally, pupils considered their own self-esteem through the balloon activity.

DISAGREE ☐ ☐ ☐ ☐ ☐ AGREE

- 3 Pupils made a paper chain of future aspirations.

DISAGREE ☐ ☐ ☐ ☐ ☐ AGREE

This is the first part of the assessment process for the lesson and is a quick tick sheet for the activities completed. Additional assessment will be required and is discussed on the next slide.

# RSHE Session Recording Sheet

Please attach the session plan to this record

Date:

Class:

Aim of session:



Activity	Pupil voice and additional notes (inc. children's initials)

Evaluation of the session and notes for next time:

In order to monitor RSHE, and to help with planning the sessions, this recording sheet will need to be completed after the lesson.

The aim is to note down anything of interest which the children say, including misconceptions, and to evaluate the session to help with teaching next time.

If you have not completed the session within the time given, you will need to organise a time to finish the session with two adults present.

After completing this sheet, please put this with your annotated planning sheet in the designated folder.

**This sheet is not for recording anything regarding safeguarding, this is discussed next.**

# Safeguarding

The sessions could cause children to disclose something of concern, either within the session or afterwards. This must be treated like any other safeguarding situation and must be reported quickly.

If something is of immediate concern, a DSL must be made aware of the situation and the information disclosed must be written down immediately.

It may be the case that a child discloses something in front of the whole class. If this occurs, ensure that a teacher/ TA present notes down what was said and follow regular safeguarding guidelines. Do not interrogate the child, or ask the child questions in front of the rest of the class. Ensure that you acknowledge what is said and follow up on it as quickly as possible.

It may be appropriate for your class to have an 'ask-it basket' for them to ask anonymous questions. If a safeguarding disclosure is made using this method, consider who the child may be and discuss with a DSL as quickly as possible.



If you have any questions about anything regarding RSHE, feel free to ask a member of the SLT.

Thank you for completing this training.