

Unit Context



In September 2020, the DfE introduced statutory requirements for Relationships Education and Health Education which are to be covered by the end of Primary School.

This unit contains teaching which directly addresses the requirements for:

Relationships Education:

Being Safe (BS)

- how to report concerns or abuse, and the vocabulary and confidence needed to do so.

Teaching on this requirement is also found in Personal Safety PS1/2.

This unit contains teaching which directly addresses the requirements for Health Education:

Health and Prevention (HP)

- about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing.

Changing Adolescent Body (CAB)

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

RSE is lifelong learning about ourselves. It includes learning about emotions, self-esteem, relationships, rights and responsibilities, sexual behaviour, sexuality and sexual health. It takes place at home, at school and other places in the community. RSE is an entitlement for all children. Difference and diversity must be taken into account when delivering RSE, and teachers must carefully consider learning needs, family circumstances, race, culture, religion, gender and sexuality to ensure that the RSE they offer is inclusive of all.

RSE is most effective when provided in a wider context of social and emotional development. In school, successful RSE is firmly rooted in a broad PSHE Curriculum. RSE must enable children to gain information, develop and transfer skills and explore attitudes and values, in order to make informed choices.

In order to ensure that RSE is delivered in a supportive and positive environment, schools should take great care to develop and review their Relationships Education policy involving the views of children, staff, parents and governors. Before teaching any unit of RSE, teachers should check they are familiar with the school's Relationships Education policy. There are also links with the policies regarding Safeguarding, Inclusion, Behaviour Management and Anti-bullying.

While there are obvious links with the National Curriculum for Science, RSE is embedded within the PSHE framework, reflecting the importance of the personal and social aspects of this area of learning. This unit of work is supported and complemented by the Unit of Work RS2 which focuses on the human lifecycle and changing responsibilities. The content of this unit is wholly consistent with the [DfE Relationships Education, RSE and Health Education Statutory Guidance](#). Further support can be found in the [RSE Toolkit](#).

Unit Description

In this unit children will develop familiarity with the names of the main external parts of the body and become more confident in describing them. They will consider the amazing nature of their bodies, with a view to developing respect for their bodies and themselves. Children will also consider simple hygiene practices and their levels of responsibility for carrying these out. The main themes of this unit are 'body knowledge', 'body functions', 'body awareness/image', 'personal hygiene' and 'prevention of illness and disease'. A positive partnership between the school and parents/carers over children's RSE is central to delivering this unit, and is supportive when sensitive issues arise. See Notes for Staff above, and the RSE toolkit for guidance on communicating with and consulting parents/carers. Of particular interest will be [8A Leaflet for Primary School Families](#).

Resources for This Unit

Specific resources for delivering the Teaching Activities in this Unit are referred to in the Points to Note column as appropriate.

Generic resources to support teaching and learning are also referred to in the Points to Note column.

All these resources can be accessed and downloaded using the links in the resource, or via the website www.pshecambridgeshire.org.uk

For example: See [TG Classroom Strategies](#) for information on Draw and Write.

A full list of resources and books is included at the end of this unit.

Learning Expectations

At the end of this unit most pupils will:

- be able to use the scientific terms penis, testicles, breast and vagina and explain which parts are male and which are female
- be able to give several examples of the capabilities of their own bodies
- be able to describe familiar hygiene routines and understand the reasons for doing these things
- be able to anticipate new responsibilities for their personal hygiene
- be able to explain how common illnesses are spread and be able to describe how they can prevent the spread of one such illness.

Some pupils will not have made so much progress and will:

- be able to identify some parts which are male and some which are female
- be able to give a few examples of the capabilities of their own bodies
- have some knowledge of basic hygiene routines, but may be unsure of the reasons these activities are necessary
- have some understanding of areas of personal hygiene for which they are now responsible, but will have limited understanding of areas they will be expected to take charge of in the future.

Some pupils will have progressed further and will:

- be able to use the scientific terms penis, vagina, testicle and breast confidently
- be able to explain which parts are male and which are female and may be able to explain elements of their functions
- be able to explain a wide range of their own body's capabilities and they will have a positive attitude towards different body shapes and sizes
- be able to describe familiar and unfamiliar hygiene routines and explain the reasons for these
- have a broad understanding of their own responsibilities for personal hygiene now and in the future
- be able to reflect on how their responsibilities for personal hygiene have changed during their lifetimes
- be able to explain the way a variety of illnesses, including some less common illnesses, are spread and understand how to prevent this.

Notes for Staff

Teachers should carefully consider how best to structure the delivery of the unit. Best practice would be for all the content to be delivered to all children, whatever their gender identity or biological sex. Children need to know the changes that will occur at puberty for themselves and their peers and be able to talk about them confidently and appropriately. However, there may be educational reasons for adapting provision at some points in the unit. If you decide to offer this opportunity, you should ensure that trans children may choose their preferred group and discuss their further needs with parents. There may also be some children whose parents are uncomfortable with them discussing body parts in mixed company (See [5B RSE-Understanding Perspectives](#)) and special provision may be made for them. Ensure that your decisions about single/mixed sex groupings reflect the content of your published Relationships Education Policy.

In the past many teachers have relied on the use of video-based resources to support their teaching of RSE. We suggest an approach which focuses on the needs of the pupils first and then uses the Learning Objectives to determine content. The days of 'one size fits all' video resources are now past. However, various video clips and online links are referenced in the unit and are used both to introduce and consolidate various teaching points. Teachers should ensure that they watch all clips before sharing them with the class and take precautions to avoid inappropriate pop ups/comments when using facilities like YouTube. (To avoid pop ups and comments view the YouTube link through [viewpure.com](#) or [safeshare.tv](#), or insert the YouTube video into another presentation tool e.g. Powerpoint) If you have video resources which are accessible for your children and which deliver on your Learning Objectives, there is no reason to stop using them, as long as they meet the criteria for use of resources in your Relationships Education Policy.

High quality RSE has been referenced by a variety of organisations (NSPCC, Barnados, Women and Equalities Committee) as supporting children to recognise abusive relationships and speak up if they are being abused. The ability to confidently use scientific vocabulary to talk about sexual body parts with trusted adults is a protective factor. Throughout our RSE Units of Work and mirrored in the Personal Safety Units of Work, teachers are provided with multiple ways to increase understanding and confidence when using scientific vocabulary to describe sexual body parts. Teachers who would like to explore this concept further and build their own confidence in describing the benefits of using scientific vocabulary should refer to [6D Use of Appropriate Vocabulary in Primary RSE](#).

It is important to consider the needs of the children in your school/class and whether there is enough of an introduction to puberty in this unit to prepare children for forthcoming body changes. The beginnings of puberty (breast/testicular development and the growth of pubic hair) are likely to

happen between the ages of 8 and 14. It is possible that some of your children will already have begun puberty. When delivering this unit it is essential to remember that the [DfE Guidance](#) (para 88) states that 'Puberty, including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience.' Menstruation begins approximately 2 years after the first onset of puberty. So this unit, with its brief introduction to puberty, is targeted at Y3/4, as for the majority of pupils this will be 'before onset'. The details of puberty are covered in RS5 and a review of puberty is included in RS6. If children in Y3/4 need more detail as they are on the verge of puberty sensitive arrangements may be made, alongside parents/carers, to select elements of the RS5 unit to deliver to these younger children. All children need information about puberty before they experience it to reduce anxiety and build body confidence.

Activities for Recording Assessment

In the statutory requirements the DfE state that "Schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.... Teaching should be assessed and assessments used to identify where pupils need extra support or intervention." The self-assessment materials provided for this unit (see [Assessment](#)) are an effective way of pupils assessing their own confidence in a range of skills both at the beginning of the unit of work and at the end, thus demonstrating progress. You may also wish to use the unit assessments which enable you to assess individual children against the learning expectations for this unit.

A at the end of an activity indicates an opportunity for recording assessment.

Activity 1.1 This is a Draw and Write exercise you can use to inform the rest of the teaching activities in the unit.

Activity 1.3 Use this activity to assess whether the children have grasped the use of scientific words for sexual parts. Also assess whether they have any more in depth knowledge about external body parts.

Activity 5.2 Use this activity to assess whether the children are aware of the breadth of personal hygiene routines and their level of understanding about changing responsibilities for these areas.

Out of School Learning

Working in partnership with parents/carers in RSE is essential if the children are to fully benefit from the teaching in school. The [DfE Guidance](#) requires schools to communicate about their curriculum content in Relationships Education and Health Education. Schools must also communicate parents' right to ask their child be excused from non-statutory Sex Education (learning about human conception and birth). As part of the RSE Toolkit there are several supportive documents which schools can use to communicate and engage with parents. Of particular relevance are [8A Leaflet for Primary School Families](#) and [8B Primary Sample Letters](#). You will also find resources [5B Understanding Perspectives](#) and [8L Leading Discussions](#) supportive in your work with parents who are concerned about RSE.

The school should plan to use the leaflets or hold meetings to give parents/carers opportunities to become informed about the content of the RSE unit, so that they can prepare themselves to discuss issues relating to puberty with their children. Your senior leaders or PSHE leader should support you with this. Your school might choose to circulate a leaflet to parents which supports them with these conversations, or publicise websites which enable parents to prepare themselves for conversations about puberty and sexual intercourse e.g. <https://www.fpa.org.uk/advice-parents-and-carers/how-start-talking-about-it>, www.bigtalkeducation.co.uk/parents/how-to-talk-about-sex/ and www.nspcc.org.uk/keeping-children-safe/sexual-behaviour-children/

Parents/carers can be involved in this unit in the following ways:

Ask the children to make a list of all the toiletry items they can find at home in preparation for learning objective 4.

Ask the children to talk to their parents about how they kept them clean when they were babies.

Sensitive Issues



Sensitive issues to be aware of are marked in the Points to Note column with this symbol.

The whole area of RSE is obviously sensitive. Teachers should prepare themselves for use of vocabulary and the content of the unit before beginning the work. In order to create a positive and supportive environment for RSE, and to reduce the likelihood of inappropriate disclosures, it is best practice to create ground rules with the class, in addition to the normal class rules. Refer to [6A Teaching Methodologies in RSE](#). You might choose to provide a 'question box' and encourage the children to write and express their worries and concerns to

the teacher, who will read and answer queries as a general part of their teaching or on a one-to-one basis. Ensure that the children are aware that they can choose to write anonymously, but you can only answer questions to the whole class which fall within your curriculum plans. When delivering work in this unit, sensitivity should be shown to family and cultural differences in hygiene needs and routines.

This unit will cause children to reflect on their own personal experiences and family behaviours. This might prompt some children to talk about issues of a sensitive or personal nature. There might also be rare instances where children disclose issues which raise concerns regarding personal safety or abuse. In this case, follow your school's Safeguarding Policy.

Teachers must ensure that teaching in RSE is inclusive of all children, whatever their family structures, religious or cultural background or their learning needs. Teachers must ensure that teaching in RSE complies with their duties under the Equality Act 2010 and that it prepares children for 'life in modern Britain'. In order to ensure that children see themselves and their families reflected back in the lessons, teachers should take care to avoid the assumption that all children will go on to marry, or that they will choose a partner of the opposite sex. Teachers should assume that there are children in the group who either have unmarried or LGBT+ parents/carers or wider family members. In short, teachers should avoid heteronormative presumptions.

Teachers should assume that children in the group will hear different views about marriage, families and sexuality at home and should promote respectful listening and celebration of diversity in the class. These different views might stem from religious or cultural beliefs or family experiences. The [DfE Guidance](#) references the need to ensure that all views are reflected in RSE at various points (Paras 19-22, 27-37).

Teachers should reflect faith perspectives in RSE especially if that ensures that members of their class hear their family's views reflected back. The guidance states 'in all schools, when teaching these subjects, the religious background of all pupils must be taken into account when planning teaching, so that topics that are included in the core content are appropriately handled.' Teachers may use the format 'some people believe X, some people believe Y, the law says Z.'

Teachers are also often concerned about how to respond if children ask explicit, complex or mischievous questions during work on RSE. The presence of good ground rules and a non-judgemental response to questions from the teacher is the best starting point for dealing with such questions. There is guidance on this topic in [6B Answering Children's Questions relating to RSE](#) and [6A Teaching Methodologies for Effective RSE](#).

Linked Units

RS 4 Relationships and Sex Education

RS 5 Relationships and Sex Education (for more on puberty)

PS 3/4 Personal Safety

MC 3/4 Managing Change

HL 3/4 Healthy Lifestyles

DC 3/4 Diversity and Communities

FF 3/4 Family and Friends

