



# **RSE Solution**

**Resource for teaching  
Relationships and Sex Education**

**Sample extract**

## Foreword

**I believe it is the fundamental right of every child to receive accurate, non-judgemental relationships and sex education. As an experienced educator and national adviser of relationships and sex education (RSE), I am constantly reminded how challenging it can be to write and embed an effective RSE curriculum that meets the needs of children learning, growing and living in the modern world.**

Very few teachers are specifically trained to teach this pivotal subject but simultaneously are passionate about teaching it effectively. A fear of 'getting it wrong' or 'not knowing where to start' often paralyses progress, stimulating a 'too little, too late' approach to the curriculum. Competing and demanding priorities result in a lack of time to design a spiral curriculum that is appropriately resourced and can be consistently delivered throughout the school, by multiple teachers and flexibly within the timetable. This resource does all of that and more!

Having taught RSE in a wide range of school settings, prisons, youth groups and children's homes, I have experienced first-hand the very real difference an effective RSE curriculum makes to the personal development of all pupils, including the most vulnerable. RSE can raise aspirations, develop self-esteem, confidence and resilience, and empower children to make informed, healthy choices based on accurate information and knowledge. RSE reduces barriers to teaching and learning, increases personal development, behaviour and welfare, promotes attendance and supports safeguarding.

I am passionate about making a difference through high-quality teaching of effective RSE. It has been my absolute pleasure to write this resource based on evidence-based strategies, underpinned by learning from current research, to take the headache out of RSE for you!

With the aid of this resource you can feel excited and confident to enjoy teaching RSE, knowing you are making a very real difference to the lives of your pupils; a difference that will last a lifetime.



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National PSHE Adviser

# Getting ready for statutory RSE – Sample Pack

This sample pack shows the contents list for the resources and provides example lesson plans.

For full details of the resources and packages of support see [www.educatorsolutions.org.uk/rse](http://www.educatorsolutions.org.uk/rse)

## Resource contents

### Introduction

#### Before you start:

- Understanding what makes RSE effective
- Embedding RSE through a whole school approach
- Developing a united school vision for RSE
- Policy
- Staff development
- Pupil consultation
- Parental engagement

#### Getting started:

- Scheme of work
- Using this resource
- Getting ready to teach RSE
- Working with visitors and outside agencies
- Creating a working agreement
- Preparing to answer questions
- Safeguarding: Distancing, signposting and disclosures

#### Let's start:

KS1 resource, KS2 resource and Secondary resource each contain:

- Scheme of works for each year group
- Six lesson plans for each year group that can be used flexibly
- Visual resources for use in the lessons

**Lesson plans from years 1 and 6 are included in this sample.**



### Lesson aim:

Pupils can correctly name the main parts of the body, including external genitalia using scientific terms.



### Learning outcomes:

- I can correctly name the main parts of the body
- I can name the private part of the body that boys have
- I can name the private part of the body that girls have



### Resources required:

- Resource sheet: Boy and girl characters
- Resource sheet: Body part labels
- Resource sheet: Baby girl and baby boy

## Key words: penis, vulva

### Teacher notes:

When teaching names of the external genitalia, it is important to convey confidence using scientific terminology. Young children are unlikely to find the terminology embarrassing, so it is crucial not to subconsciously model embarrassment. Although children may seem too young to learn correct scientific terminology for the external genitalia, this is the age that children may become curious about their developing bodies. Knowing the correct terminology is crucial in enabling the disclosure of sexual abuse.

If you are aware a pupil has been born intersex (with features of both male and female genitalia) it may be helpful to mention that this can sometimes happen and is perfectly natural. Encourage all staff to use scientific terminology, including staff providing intimate care and break time supervisors who may have to deal with a child that has been kicked in their genitals.

### Begin the lesson by...

Explaining we will be talking about the different parts of our bodies and what they are used for. This will include learning about the parts of the body that we cover with our underwear, which are different for boys and girls. People may have names that they have learned at home to describe these parts of the body, but today we will be learning the scientific words for them that a doctor, nurse, police officer or social worker might use. It is important to learn the correct words so that people outside of your family know what part of the body you are talking about.



## Activity one: Head, shoulders, knees and toes

Ask pupils to collectively sing the 'head, shoulders, knees and toes' song, performing the actions as they sing.

Display the boy and girl characters. Ask pupils to help place the following labels on the characters, by sticking the label to the character using double sided Velcro or Blu Tak. It is important to label both the boy and girl character with the same labels:

- Head
- Shoulder
- Knee
- Toe
- Eye
- Ear
- Mouth
- Nose

Ask pupils what other parts of the body have not been labelled. If they suggest a body part that you have a label for, invite them to position this on the character as above. If they correctly suggest something that is not included, hand write a label to stick on. Ensure that the following are included:

- Arm
- Neck
- Hand
- Chest
- Stomach
- Leg
- Foot

Finish the activity by asking pupils to suggest different functions for each part of the body and demonstrate with an appropriate action as a class.

### Suggested answers:

- *Eye: see things*
- *Mouth: talk/eat*
- *Ear: hear things*
- *Nose: smell things*
- *Arm: reach things*
- *Leg: walk/run*



## Activity two: Private parts

Tell pupils that everyone has parts of their body that are private. This means they are not shown to everyone and are often covered with underwear, just as the characters have their private parts covered by underwear.

Ask pupils if they have noticed that sometimes men and women are separated when they are getting changed such as at a swimming pool, clothes shop changing rooms or toilets. Explain that this is because the private parts of the body are different for a boy and a girl. Some families feel comfortable to see each other's private parts, but it is not common for people outside of our family or strangers to see each other's private parts, unless it is a trusted adult who helps us look after ourselves, such as if we need help going to the toilet, we are having a bath or seeing a doctor.

Show the pictures of the baby boy and the baby girl and ask pupils to play a game of spot the difference.



**What do they notice? Answers may include: more hair or bigger legs.**

If pupils correctly identify that their genitalia are different but use incorrect terminology, do not say that this word is 'wrong' or 'naughty', congratulate them for noticing the difference, and say we are going to learn the scientific word.

If pupils do not identify that the genitalia are different, explain that the body parts that we keep covered with underwear are different. Both boys and girls have a bottom, but this cannot be seen on the pictures of the characters. Put the 'bottom' labels on the girl and boy character. Now explain that a boy has a penis, position the 'penis' label on the boy character to demonstrate where this is, and a girl has a vulva, position the 'vulva' label on the girl character to demonstrate where this is. Explain that when we go to the toilet, urine can come from these areas of the body.



## Activity three: What goes where?

Remove the body part labels from the characters and hide them around the room. Ask pupils to go on a treasure hunt to find all of the labels and stick them on the character where they think is the correct position.

Check the label positioning as a class and make any necessary corrections.



## Extension:

Ask pupils to stand with some space around them and explain that they are going to play a game similar to 'Simon says' where children do an action if they have the body part. For example: 'Mr Hewitt says march on the spot if you have a head, Mr Hewitt says touch your toes if you have toes, Mr Hewitt says spin on the spot if you have a penis, Mr Hewitt says reach for the stars if you have arms' etc until all the body parts have been covered, including the penis and vulva.

### Finish the lesson by:

Providing pupils with the opportunity to ask questions. Ask pupils to tell you if a penis is the private part of a boy or a girl, and if the vulva is the private part of a boy or a girl. Reassure pupils that being able to use the correct terminology for the body, including their private parts, is very important, and that they do not need to feel uncomfortable or embarrassed to use them. Whilst they may use different words at home, they can use the correct scientific words if they prefer to, and to help them talk to other people about these parts of their body, such as a doctor. Signpost pupils to who they can talk to in school if they have any worries or questions about what has been taught in the lesson.



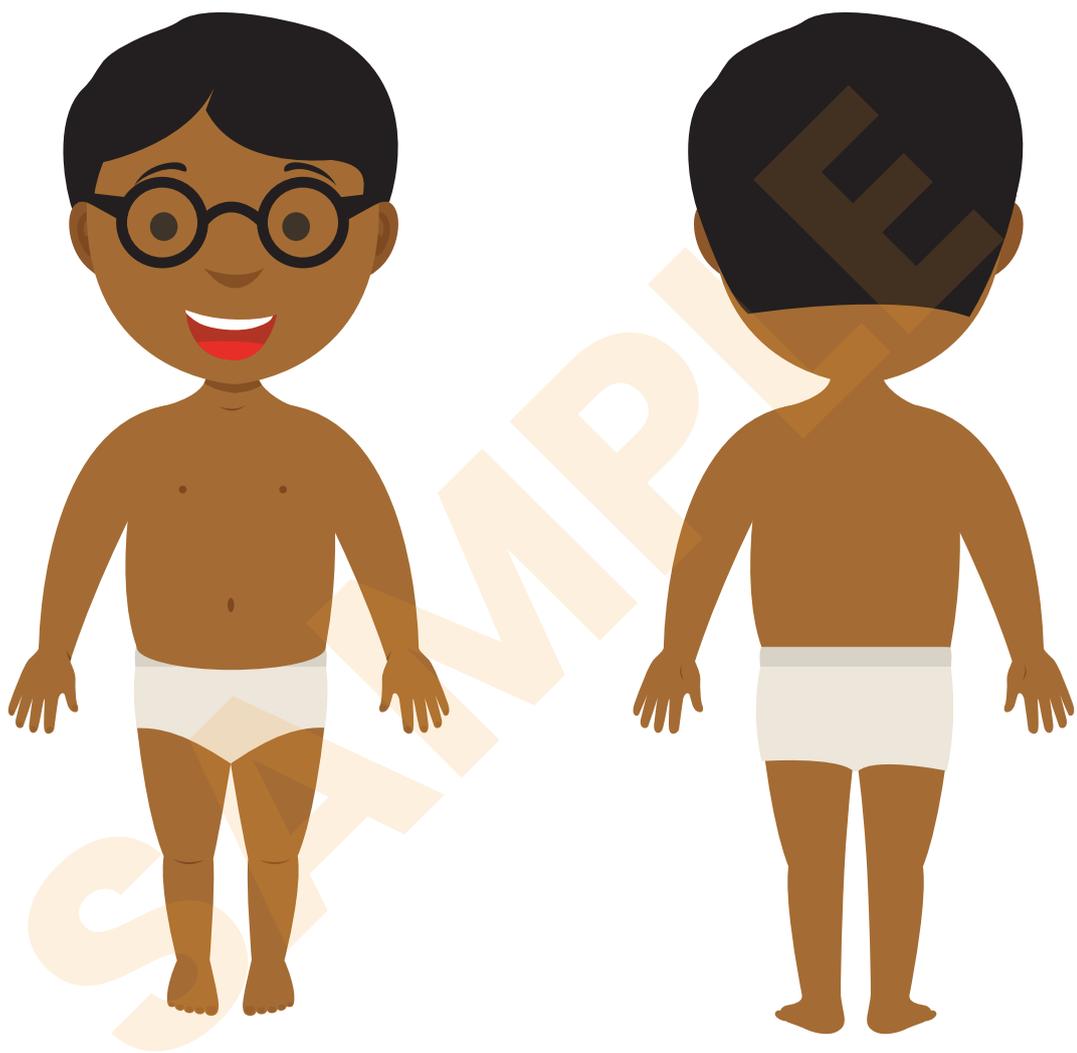
## Assessment:

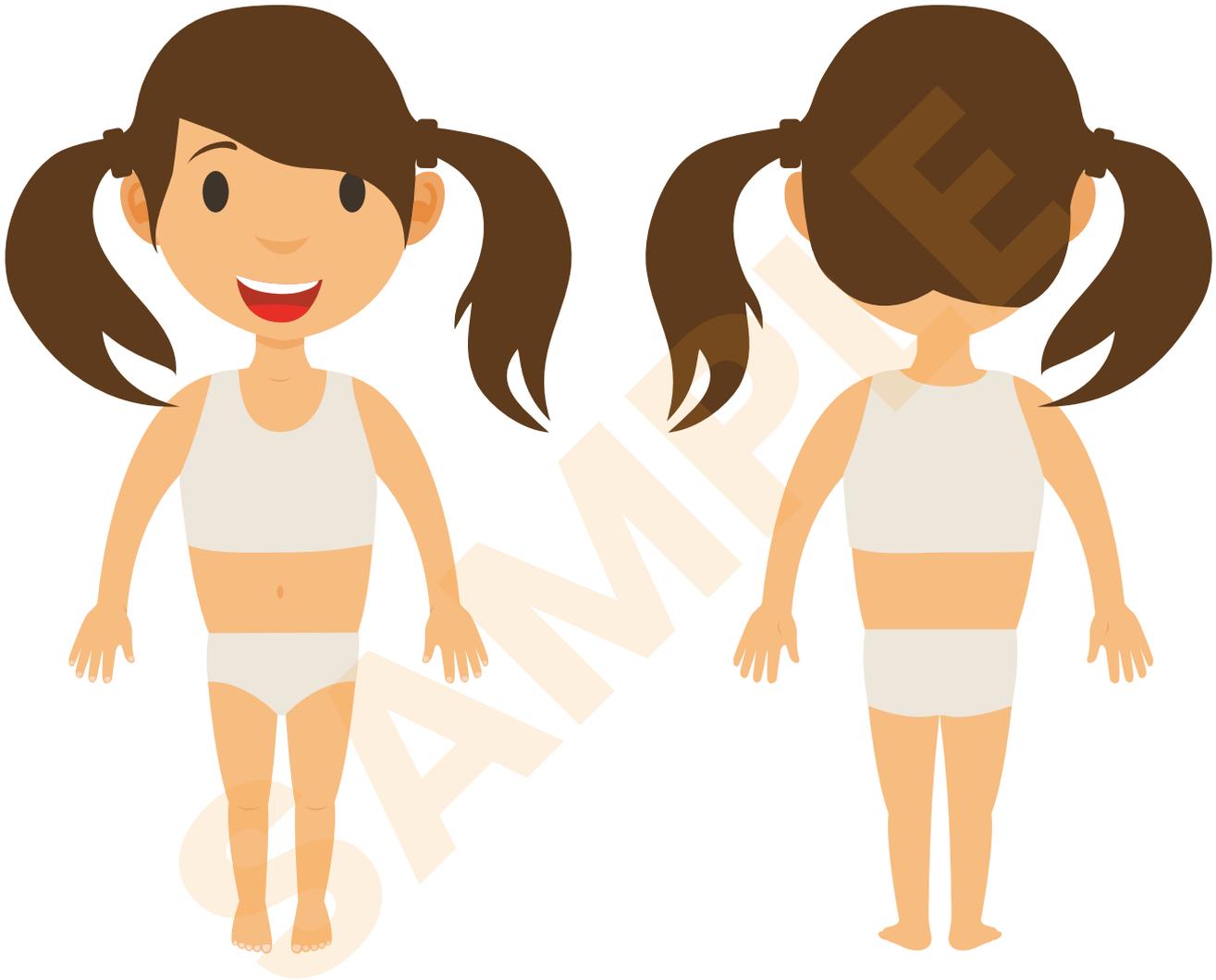
**Activity one:** Pupils correctly positioned body part labels on a boy and girl character.

**Activity two:** Pupils identified that a baby boy's genitalia was different to a baby girl's genitalia.

**Activity three:** Pupils correctly positioned all the body part labels including the 'penis' label on the boy character and the 'vulva' label on the girl character.

**Evidence of assessment:** Completed, correctly labelled boy and girl characters.





# Lesson three: My relationships



## Lesson aim:

Pupils realise the nature and consequences of discrimination, including the use of prejudice-based language.



## Learning outcomes:

- I know the correct terms to describe gender and sexuality
- I know that treating someone as 'wrong' or 'less than' because of their gender and/or sexuality can constitute homophobic, biphobic or transphobic bullying
- I have considered appropriate ways to communicate about gender and sexuality



## Resources required:

- Resource sheet: Definition dominoes
- Resource sheet: Gender and sexuality fact sheets
- Resource sheet: Gender and sexuality answer sheets
- Resource sheet: Mobile phone template 2
- Resource sheet: Pictures of different people (inclusive of a range of genders, ages, ethnicities, body shapes and including disabilities)
- Large paper
- Pens

## Key words: homophobic, biphobic, transphobic

### Teacher notes:

A lack of understanding around terminology to describe gender and sexuality can lead to inappropriate use of terms and can also be a factor in homophobic, biphobic and transphobic bullying. Whilst the focus of this lesson is on understanding gender and sexuality, the subject of same gender sex may arise. If a pupil raises the question of how people of the same gender have sex, you could say: 'People have sex in different ways. What matters is that both people respect each other and agree to what is happening. No one should ever do anything that they are uncomfortable or unwilling to do'. Ensure that any misuse of terminology is corrected gently. It is important not to suggest that the word is wrong. Instead, check the pupil's understanding of the term and suggest the correct term, clarifying its meaning.

## Begin the lesson by...

Explaining that we will be learning about the words that are used to describe different genders and different sexualities. Tell pupils that people are romantically attracted to a range of different types of people and that attraction varies from one person to another. Some people are attracted to people of a different gender to them, some people are attracted to people of the same gender as them and some people are attracted to both. What matters is that people feel comfortable and safe to be themselves. Remind pupils it is unacceptable to use words that describe any gender or sexuality as an insult. This is known as homophobic, biphobic or transphobic bullying. Everyone has the right to be respected as individuals. Remind pupils of the working agreement.



### Activity one: Definition dominoes

Divide the class into small groups. Provide each group with a large sheet of paper and a blue, black and green pen. Ask pupils to write down all of the words they have heard of to do with sexuality and gender using the black pen. Then instruct pupils to circle the words that they believe to be acceptable words to use with the blue pen.

**Explain the following definitions:**

|                    |                                                                                                                                                            |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Gender</b>      | Whether you describe yourself as a boy, or a girl.                                                                                                         |
| <b>Cisgender</b>   | Feeling the same gender as the sex you were born:<br>Being born with a penis and feeling like a boy<br>Being born with a vagina and feeling like a girl    |
| <b>Transgender</b> | Feeling a different gender to the sex you were born:<br>Being born with a penis and feeling like a girl<br>Being born with a vagina and feeling like a boy |
| <b>Pangender</b>   | Someone who does not feel like a boy or a girl.                                                                                                            |
| <b>Sex</b>         | The sexual organs you were born with:<br>Male (penis and testicles)<br>Female (vulva and vagina)                                                           |
| <b>Intersex</b>    | Being born with features of both male and female sexual organs.<br>This can be either internally and/or externally.                                        |
| <b>Sexuality</b>   | Who you are attracted to.                                                                                                                                  |
| <b>Gay</b>         | Being attracted to someone of the same gender as you.                                                                                                      |
| <b>Lesbian</b>     | A woman who is attracted to women.                                                                                                                         |
| <b>Bisexual</b>    | Someone who is attracted to both men and women.                                                                                                            |

Tell pupils that they are going to play a game of definition dominoes. Give each pupil a domino and ask them to circulate around the room until they find their match. Check the matches as the game progresses to ensure correct understanding of all the definitions.

Return pupils to their original groups. Tell pupils to use a green pen to circle and add any additional words they now know are the correct words to use when talking about sexuality and gender.

Remind pupils it is unacceptable to use words that describe any gender or sexuality as an insult. Everyone has the right to be respected as individuals.



## Activity two: Find the fact

Display the gender and sexuality fact sheets around the classroom. Give each pupil an answer sheet. Tell pupils to move around the classroom and read the fact sheets in any order. Instruct pupils to write the answers on their answer sheet and also the letter that is displayed at the bottom of the fact sheet.

1. Many gay people say they first knew that they were gay when they were in **primary** school.
2. It is legal for people to have sex over the age of **16** whoever they are in a relationship with.
3. Judging gay and lesbian people as 'wrong' or 'less than' is known as **homophobia**.
4. Judging bisexual people as 'wrong' or 'less than' is known as **biphobia**.
5. Judging transgender people as 'wrong' or 'less than' is known as **transphobia**.
6. People rarely choose their sexuality. It is a **natural** feeling of attraction they have towards another person.
7. People rarely choose their gender. It is a **natural** feeling of being more like a boy or girl or neither.
8. Same-sex marriage became legal in England, Scotland and Wales in **2014**.
9. **Heteronormativity** is a term used to describe the way in which the world assumes relationships are always with people of the opposite gender.

Tell pupils to look at the letters from the fact sheets and unscramble them to make a word that they have been learning about in this lesson.

Answer: Sexuality



**Can you think of any examples of heteronormativity?**

**Suggested answers may include:** adverts, children's story books, wedding cards etc



## Activity three: Right responses

Give each pupil a mobile phone template. Tell pupils to imagine that their friend has just sent them a message to tell them that they are gay. Ask pupils to consider how they could respond in a supportive way if their friend told them they are gay, writing down the message that they would send back onto the mobile phone template. If time allows repeat this activity, this time imagining a friend telling them that they are transgender.

Invite any pupils who feel comfortable to share their responses with the rest of the class. Highlight and feedback on any strengths from the suggested responses.



### Extension:

Prior to the lesson gather a range of pictures of different people. Put different coloured dots on the back of the pictures at your discretion to pair people together. Reflect a range of relationships including same sex, someone who is single (recently divorced) and someone who is single (intentionally and happy to be).

Invite the class to gather around the people pictures. Ask pupils to suggest who they think could be in a romantic relationship with each other. Ask pupils to group the people according to their suggestions. Once the pupils have finished grouping the people, ask them to explain why they made their choices. Feedback any observations such as if they have been grouped by gender, race, interests, age etc.



#### Does this represent the full range of relationships?

Invite pupils to turn the characters over to reveal who is in a relationship and if so with who.



#### Are there any surprises? Why?

Normalise a full range of relationships by discussing with the class that people are romantically attracted to a range of different types of people and that attraction varies from one person to another.



### Assessment:

**Activity one:** Pupils explored a range of terminology used to describe gender and sexuality, identifying the correct terminology.

**Activity two:** Pupils discovered and discussed facts relating to gender and sexuality, including those related to homophobic, biphobic and transphobic bullying.

**Activity three:** Pupils considered supportive responses to disclosures about gender identity and sexuality.

**Evidence of assessment:** Gender and sexuality answer sheets, mobile phone templates.

**Gender**

**Cisgender**

**Transgender**

**Pangender**

**Sex**

**Intersex**

**Sexuality**

**Gay**

**Lesbian**

**Bisexual**

Whether you describe yourself as a boy, or a girl

Feeling the same gender as the sex you were born:

Being born with a penis and feeling like a boy

Being born with a vagina and feeling like a girl

Feeling a different gender to the sex you were born:

Being born with a penis and feeling like a girl

Being born with a vagina and feeling like a boy

Someone who does not feel like a boy or a girl

The sexual organs you were born with:

Male (penis and testicles)

Female (vulva and vagina)

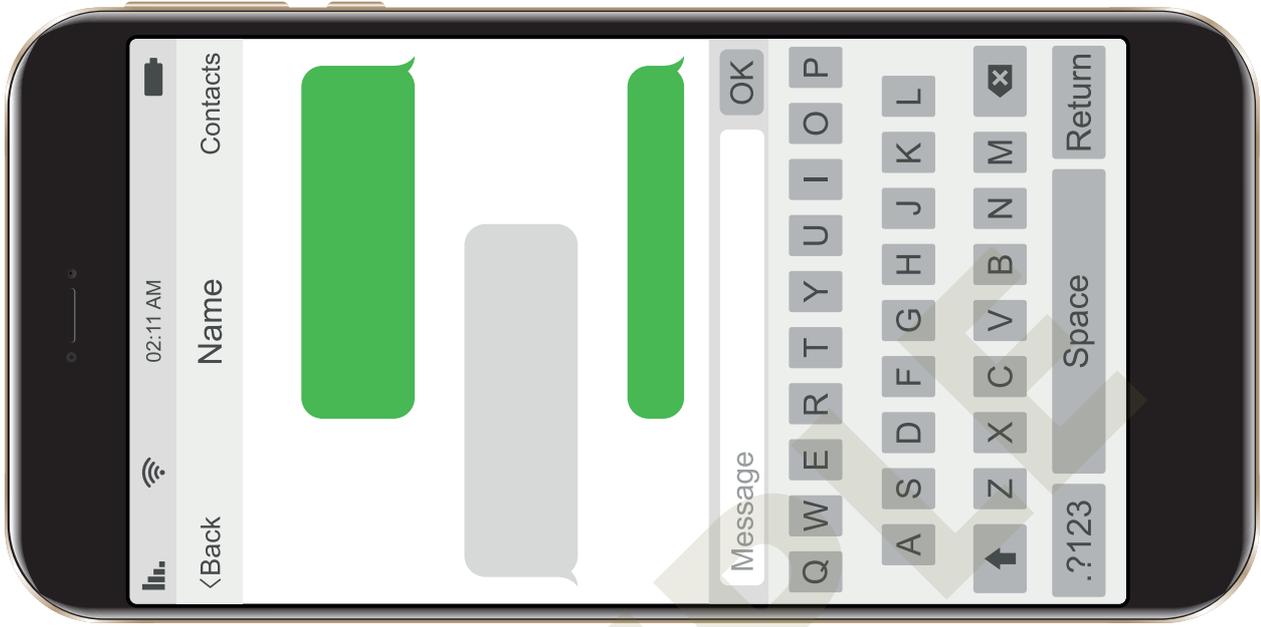
Being born with features of both male and female sexual organs. This can be either internally and/or externally

Who you are attracted to

Being attracted to someone of the same gender as you

A woman who is attracted to women

Someone who is attracted to both men and women





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