



# Coastal Together Federation of Schools

Instil | Understand | Learn | Become

## Re:Teaching of RSE during the Summer Term

Dear Parent,

The schools of The Coastal Together Federation pride themselves on teaching effective, age-appropriate Relationships and Sex Education (RSE) that meets the needs of all our pupils within an inclusive and supportive learning environment; using non-biased resources. RSE is taught during the second half of the summer term by teachers who know your child well. We are committed to preparing your child to live and learn safely in the modern world, negotiating the transition into increasing independence with the development of knowledge, values and skills to make positive, healthy and safe choices.

RSE will deliver a 'spiral' curriculum that enables pupils to build on their prior learning by revisiting some themes to further develop knowledge, values and skills in an age and stage-appropriate manner. As such, some themes are repeated to enable a deeper exploration of the related issues.

I would like to take this opportunity to reassure you that none of the teaching materials or strategies should shock pupils. All lessons will be taught in a strictly non-judgemental and non-biased manner, to allow your child the opportunity to consider the information and develop their own values, attitudes and opinions about the topic. We would encourage you to discuss your child's relationships and sex education with them at home. This is an opportunity for you to share your family values in relation to the topics, building strong channels of communication about emotions, the human body and relationships with your child.

A copy of the themes covered by year groups and tips for talking with your child accompany this letter. Please take time to familiarise yourself with the things your child will be learning about. In addition to this information our RSE policy is available on the school website.

If you would like to know more information about our planned curriculum of relationships and sex education please contact the school if you would like to discuss our programme on an individual basis.

Yours sincerely,

**Simon Wakeman**  
Executive Headteacher

# RSE at The Coastal Together Federation

Relationships and Sex Education (RSE)



The Coastal Together Federation follows the RSE Solutions curriculum written by Norfolk County Council

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships and reproduction. It will equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing now and in the future.

RSE is taught in a way which is complementary to the wider ethos, values and principles of our schools. Relationships and sex education (RSE) at The Coastal Federation is learning about the body, feelings, beliefs, relationships, rights and responsibilities and knowing how and when to ask for help if it is needed. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RSE empowers children to build self-esteem, offer positive and open views and support mutual respect and celebration of self and others, providing a strong foundation to be successful in life by:

- providing a spiral curriculum, allowing for the development of knowledge relevant to the age and stage of the learner
- providing an inclusive learning environment which is safe and empowering for everyone involved
- teaching non-biased, accurate and factual information that is positively inclusive
- developing character skills to support healthy and safe relationships, ensuring comfortable communication about emotions, bodies and relationships and using appropriate terminology
- promoting critical awareness of differing attitudes and views presented through society, the media and peers to enable the nurturing of personal values based on respect
- providing protection from shock or guilt
- actively involving pupils as evaluators to ensure relevance
- ensuring pupils are informed of their rights, including the legal framework and how to access confidential help to keep themselves and others safe.

# Top tips for talking to your child...

Talking to your child about their feelings, relationships and changing body is important. Building good channels of communication throughout childhood can help your child to communicate with you as future issues of increasing seriousness arise.

Your child needs to know that it's OK to talk, and that you're happy to talk. They will learn this through your body language, tone and manner when you talk so try to behave as you would in any other topic of conversation.

Below are simple strategies to make talking about feelings, relationships and the body more comfortable:

- ✓ Start by talking about something that you both find comfortable, such as feelings and emotions.
- ✓ Ask your child what they think their friends know/think about the topic, as this provides a way to talk about your child's views indirectly.
- ✓ Avoid 'The Chat'. Talk about these topics little and often over everyday events like playing, drawing, whilst driving in the car or watching TV. This can help to normalise the conversation, easing uncomfortable feelings.
- ✓ Reading a story book containing relevant content is a helpful way to stimulate discussion with your child.
- ✓ Don't leave it too late. Start talking about relevant topics before you feel your child is approaching a level of curiosity about it, so you establish strong channels of communication in readiness.
- ✓ Be prepared to listen. Your child will want to have their voice heard without feeling judged. Feeling listened to will encourage your child to talk about issues in the future.
- ✓ If your child asks you a question you are not sure how to answer, don't panic! Let them know that you will answer it at another time, making sure you remember to. Sometimes a simple answer can provide a sufficient response.
- ✓ Try to listen calmly, even if what they say surprises or concerns you. Remember that it is good that they are comfortable to discuss issues with you. They need to trust that you will not respond negatively.

**Make sure your child knows they can always talk to you anytime, about anything.**

# Early Years & Key Stage One

Year Group	My Feelings	My Body	My Relationships	My Beliefs	My Rights and Responsibilities	Asking for Help
<b>Reception</b>	<p>Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings.</p> <ul style="list-style-type: none"> <li>I can identify comfortable and uncomfortable feelings.</li> <li>I can describe my feelings.</li> <li>I can manage comfortable feelings.</li> </ul>	<p>Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene.</p> <ul style="list-style-type: none"> <li>I can identify ways of keep clean</li> <li>I know when it is important to wash my hands</li> <li>I know how to wash my hands</li> </ul>	<p>Pupils understand that there are similarities and differences between everyone and can celebrate this.</p> <ul style="list-style-type: none"> <li>I know that there are some ways that people can be the same as each other</li> <li>I know that there are some ways that people can be different to each other</li> <li>I know that everyone should be OK to be themselves</li> </ul>	<p>Pupils can recognise what they like and dislike and feel empowered to make real, informed choices.</p> <ul style="list-style-type: none"> <li>I have thought about things that I like</li> <li>I have thought about things that I dislike</li> <li>I have considered how to make a difficult choice, listening to each other people's opinions</li> </ul>	<p>Pupils understand the concept of privacy, including the right to keep things private and the importance of respecting another person's right to privacy.</p> <ul style="list-style-type: none"> <li>I know what private means</li> <li>I know that some things are done in private</li> <li>I know that other people need to be private sometimes</li> </ul>	<p>Pupils can identify the special people in their lives, what makes them special people care for one another.</p> <ul style="list-style-type: none"> <li>I know the people that are special to me</li> <li>I know what makes people special to each other</li> <li>I know how special people look after each other</li> </ul>
<b>Year 1</b>	<p>Pupils are able to communicate about feelings, to recognise how others show feelings and know how to respond.</p> <ul style="list-style-type: none"> <li>I can describe my feelings.</li> <li>I understand that people react differently to their feelings.</li> <li>I know that all feelings are OK, but some behaviours are not.</li> </ul>	<p>Pupils can correctly name the main parts of the body including external genitalia using scientific terms.</p> <ul style="list-style-type: none"> <li>I can correctly name the main parts of the body.</li> <li>I can name the private part of the body that boys have.</li> <li>I can name the private part of the body that girls have.</li> </ul>	<p>Pupils understand the importance of listening to other people, playing and working cooperatively, including strategies to resolve simple disagreements through negotiation.</p> <ul style="list-style-type: none"> <li>I can actively listen to other people.</li> <li>I have thought about ways of communicating effectively.</li> <li>I have considered ways to resolve disagreements through negotiation.</li> </ul>	<p>Pupils can identify and respect differences and similarities between people, and can celebrate this.</p> <ul style="list-style-type: none"> <li>I know I am the same as other people in some ways.</li> <li>I know I am different from other people in some ways.</li> <li>I can celebrate the similarities and differences that people have.</li> </ul>	<p>Pupils understand that some diseases are spread, and that they have the right to be protected from diseases and the responsibility to protect others.</p> <ul style="list-style-type: none"> <li>I know some ways that diseases are spread.</li> <li>I know some ways that I can protect myself from diseases.</li> <li>I know some ways that I can protect others from diseases.</li> </ul>	<p>Pupils can identify the people who look after them and how to attract their attention if needed.</p> <ul style="list-style-type: none"> <li>I know the people that can help look after me.</li> <li>I have identified people I can ask for help.</li> <li>I can ask for help if I need to.</li> </ul>
<b>Year 2</b>	<p>Pupils can recognise and celebrate their strengths and achievements, and set simple but challenging goals.</p> <ul style="list-style-type: none"> <li>I have considered my self-esteem.</li> <li>I can recognise and celebrate my strengths.</li> <li>I have set a goal for myself.</li> </ul>	<p>Pupils can recognise how they grow and will change as they become older.</p> <ul style="list-style-type: none"> <li>I know how a baby grows.</li> <li>I know how I have grown and changed.</li> <li>I know how I might change as I grow older.</li> </ul>	<p>Pupils can recognise different types of teasing and bullying, and understand that these are wrong and unacceptable.</p> <ul style="list-style-type: none"> <li>I know what bullying is.</li> <li>I have considered how bullying can make someone feel.</li> <li>I know what to do if I am bullied or I see someone else being bullied.</li> </ul>	<p>Pupils can identify the ways in which people and families are unique, understanding that there has never been and will never be another them.</p> <ul style="list-style-type: none"> <li>I know that I am uniquely special.</li> <li>I know that there are lots of different types of families.</li> <li>I do not feel under pressure to be different to who I am.</li> </ul>	<p>Pupils can judge what kind of physical contact is acceptable, comfortable or uncomfortable and how to respond.</p> <ul style="list-style-type: none"> <li>I know that there are different types of touch.</li> <li>I understand that people need personal space.</li> <li>I understand that some touches are unsafe and know how to respond to these.</li> </ul>	<p>Pupils know the difference between secrets and surprises, and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.</p> <ul style="list-style-type: none"> <li>I know what a secret is.</li> <li>I know what a surprise is.</li> <li>I can tell someone if I am asked to keep something a secret that makes me feel uncomfortable, worried or afraid.</li> </ul>

Year Group	My Feelings	My Body	My Relationships	My Beliefs	My Rights and Responsibilities	Asking for Help
<b>Year 3</b>	<p>Pupils can identify their strengths and set goals for themselves, understanding how this contributes to self-esteem.</p> <ul style="list-style-type: none"> <li>I can understand the term self-esteem and know why it is important.</li> <li>I can recognise some of my strengths</li> <li>I can set an aspirational goal for myself.</li> </ul>	<p>Pupils know how their body might change as they grow and develop, how to care for their body and celebrate their uniqueness.</p> <ul style="list-style-type: none"> <li>I can understand how my body might change as I grow and develop.</li> <li>I can celebrate everybody's physical uniqueness.</li> <li>I know how to keep my body clean and hygienic.</li> </ul>	<p>Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships.</p> <ul style="list-style-type: none"> <li>I know what a relationship is and the different types of relationships that people enjoy.</li> <li>I can identify the different types of relationships that I am in.</li> <li>I have considered ways people show that they care for each other in a relationship.</li> </ul>	<p>Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy or one way to be a girl.</p> <ul style="list-style-type: none"> <li>I can identify that there are ways in which some people believe that a boy should behave and a girl should behave.</li> <li>I can recognise that girls and boys have lots of similarities.</li> <li>I know that I can follow my aspirations, irrespective of the gender that I was born in.</li> </ul>	<p>Pupils understand the right to protect their body from unwanted touch.</p> <ul style="list-style-type: none"> <li>I know that it is my right to decide who can touch my body.</li> <li>I can think about the reasons why some people may need to touch my body.</li> <li>I know how to respond if someone touches my body without my permission.</li> </ul>	<p>Pupils can identify the difference between secrets and surprise, knowing when it is right to break confidence and share a secret.</p> <ul style="list-style-type: none"> <li>I can identify a secret and a surprise, understanding the difference.</li> <li>I know that it is ok to keep a surprise and that it is important to share a secret.</li> <li>I can consider ways of sharing a secret appropriately.</li> </ul>
<b>Year 4</b>	<p>Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond.</p> <ul style="list-style-type: none"> <li>I can recognise a wide range of emotions, and identify factors that affect emotions.</li> <li>I can consider strategies to help manage my emotions.</li> <li>I can think about ways to recognise and respond to other people's emotions.</li> </ul>	<p>Pupils can reflect on how their body has changed so far and how it might change in the future.</p> <ul style="list-style-type: none"> <li>I can say how a baby develops.</li> <li>I can say how a baby is born.</li> <li>I can say how my body has changed so far and how it might change in the future.</li> </ul>	<p>Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.</p> <ul style="list-style-type: none"> <li>I can recognise that some things can be done in public and some things should only be done in private.</li> <li>I can think about different types of touch within relationships and how to respond.</li> <li>I can think about types of behaviours within relationships and how to respond.</li> </ul>	<p>Pupils recognise that differences and similarities between people arise from a number of factors including family and personal identity.</p> <ul style="list-style-type: none"> <li>I know everyone is similar and different to other people.</li> <li>I can think about my family and how it is unique and special to me.</li> <li>I can identify some of the things that make me who I am and can celebrate these.</li> </ul>	<p>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.</p> <ul style="list-style-type: none"> <li>I can understand what marriage is and why this is something special between two people.</li> <li>I can explore the reasons why some people choose not to get married.</li> <li>I know that marriage should always be a choice.</li> </ul>	<p>Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.</p> <ul style="list-style-type: none"> <li>I can recognise situations that I will need help to manage.</li> <li>I know who I can ask for help and I have practised it.</li> </ul>
<b>Year 5</b>	<p>Pupils can anticipate how their emotions may change as they approach and move through puberty.</p> <ul style="list-style-type: none"> <li>I understand how puberty may affect my emotions.</li> <li>I can consider how my changing emotions may affect me.</li> <li>I can respond to overwhelming emotions.</li> </ul>	<p>Pupils can anticipate how their body may change as they approach and move through puberty.</p> <ul style="list-style-type: none"> <li>I can say how the male and female body can be affected by puberty.</li> <li>I can think about how these body changes might make people feel about themselves.</li> </ul>	<p>Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships.</p> <ul style="list-style-type: none"> <li>I can identify the relationships that I have.</li> <li>I can recognise healthy and unhealthy relationships, and how these can make me feel.</li> <li>I can use the skills to respond to an unhealthy relationship.</li> </ul>	<p>Pupils know the correct terms associated with gender identity and sexual orientation and the unacceptability of homophobic and transphobic bullying.</p> <ul style="list-style-type: none"> <li>I can say the terms associated with gender identity and sexual orientation.</li> <li>I know that using the terms to bully someone is unacceptable.</li> <li>I can consider ways to respond to identity bullying.</li> </ul>	<p>Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared without their permission.</p> <ul style="list-style-type: none"> <li>I can identify personal information that is shared online.</li> <li>I can understand how quickly personal information and photographs can be shared online.</li> <li>I know I have a responsibility not to share my own or other people's photographs online.</li> </ul>	<p>Pupils have considered how to manage accidental exposure to explicit images and upsetting online material, including how to talk to about what they have seen.</p> <ul style="list-style-type: none"> <li>I know that the internet can contain images and information that I find upsetting.</li> <li>I can understand that people can be upset by different things.</li> <li>I can talk to a trusted adult about something that I found online that makes me feel upset.</li> </ul>
<b>Year 6</b>	<p>Pupils can recognise that images in the media, including online do not always reflect reality and can affect how people feel about themselves.</p> <ul style="list-style-type: none"> <li>I can recognise that images in the media, including online do not always reflect reality.</li> <li>I can understand that the unrealistic media images of the body can have a negative impact on how people feel about themselves.</li> <li>I can consider ways to feel positive about myself and celebrate my body.</li> </ul>	<p>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.</p> <ul style="list-style-type: none"> <li>I can name the sexual organs of a man and a woman.</li> <li>I can say how a man and woman have sexual intercourse.</li> <li>I understand how sexual intercourse can lead to reproduction.</li> </ul>	<p>Pupils realise the nature and consequences of discrimination, including the use of prejudice-based language.</p> <ul style="list-style-type: none"> <li>I know the correct terms to describe gender and sexuality.</li> <li>I can show that treating someone as 'wrong' or 'less than' because of their gender and/or sexuality can constitute homophobic, biphobic or transphobic bullying.</li> <li>I can consider appropriate ways to communicate about gender and sexuality.</li> </ul>	<p>Pupils know some cultural practice are against British law and universal human rights, including female genital mutilation (FGM).</p> <ul style="list-style-type: none"> <li>I know that the cultural practice of female genital mutilation is against British law.</li> <li>I know that FGM constitutes abuse and is a crime.</li> <li>I know how to support a friend who I am worried might be at risk of FGM.</li> </ul>	<p>Pupils have an awareness that infections can be shared during sexual intercourse, and that a condom can help to prevent this.</p> <ul style="list-style-type: none"> <li>I know that infections can be shared during sexual intercourse.</li> <li>I can say that infections spread easily and to lots of people and a condom can help to reduce the spread.</li> </ul>	<p>Pupils develop the confidence and skills to know when, who and how to ask for help independently, or with support.</p> <ul style="list-style-type: none"> <li>I can consider a range of problems that may affect people of my age.</li> <li>I can identify different sources of help, advice and support for a range of problems.</li> <li>I can feel confident to ask for help and to help other people to ask for help if needed.</li> </ul>

# Lesson Plans & Resources

If you would like to find out in more detail what will be covered in each lesson please follow the links below.

Click the Year Group buttons to access the lesson plans and resources that will be used in class.

Reception

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

**Lesson one: My feelings**

**Lesson aim:**  
Pupils can identify a range of feelings and how these are expressed including words to describe them and simple strategies for managing feelings.

**Learning outcomes:**

- I can identify comfortable and uncomfortable feelings
- I can describe my feelings
- I can manage uncomfortable feelings

**Resources required:**

- Resource sheet: feelings faces
- Resource sheet: speech bubbles
- Post-it notes
- A range of craft materials

**Key words:** feelings, comfortable, uncomfortable

**Teacher notes:**  
When teaching about feelings, it is important to reassure pupils that no feelings are wrong, bad or naughty. Some feelings are more comfortable than others but all feelings are natural to experience.  
The paper plate faces and feeling speech bubbles can be used to create a classroom display called 'Our feelings'. This will provide pupils with a visual reminder of the feelings they have discussed and explored throughout the lesson, helping them to explore their feelings at another time.

**Begin the lesson by...**  
Explaining that we will be learning about feelings, the different types of feelings that we experience and how we can help ourselves and each other to manage our feelings. We do have feelings. No feelings are wrong, bad or naughty. Some feelings are comfortable to experience, some feelings are uncomfortable to experience. Our feelings can be affected by things happening inside our bodies, such as our feelings being stressed. Our feelings can also be affected by things happening outside our body, such as someone being unkind or unkind to us or something upsetting happens, for example when upset sites.

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**Lesson one: My feelings**

**Lesson aim:**  
Pupils can recognise and celebrate their strengths and achievements, and set simple but challenging goals.

**Learning outcomes:**

- I have considered my self-esteem
- I can recognise and celebrate my strengths
- I have set a goal for myself

**Resources required:**

- Lines of paper
- Resource sheet: My goals

**Key words:** self-esteem

**Teacher notes:**  
Throughout the lesson it is important to establish an attitude of giving and receiving compliments graciously, praising any culture of boasting off a compliment or not accepting it. Some pupils may have learned this from observing the adults around them. This will provide an opportunity to learn and embed a healthy culture of praising and responding in a complimentary to boost self-esteem.

**Begin the lesson by...**  
Explaining that we will be thinking about the things we are good at and the things we like about ourselves and others. Self-esteem is how you feel about yourself. How you feel about yourself can impact on how well you feel you have done at something, how likely you are to try new things, how much you think people will want to be your friend etc. Feeling bad will appear can make you feel that bad things are likely to happen and that no matter how hard you try things are unlikely to work out well. Having high self-esteem is the opposite. You are more likely to feel that good things will happen, are happy to work hard and make sure they do as you feel it will be worth it. Remind pupils of the working agreement.

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**Lesson one: My feelings**

**Lesson aim:**  
Pupils can recognise and respond to a wide range of emotions in themselves and others, and why to respond.

**Learning outcomes:**

- I can recognise a wide range of emotions, and identify factors that affect emotions
- I have considered strategies to help manage my emotions
- I have thought about why to recognise and respond to other people's emotions

**Resources required:**

- Resource sheet: Emotions cards
- Resource sheet: Footprints
- Plastic cups
- Straws

**Key words:** emotions, empathy

**Teacher notes:**  
This lesson focuses on five primary emotions: happy, sad, angry, surprised, scared. However, it is important to encourage pupils to consider and discuss a wider range of emotions if possible. When talking about emotions it is important to reassure pupils that no emotions are wrong, bad or naughty. Some emotions are more comfortable to experience than others and all are natural to experience.  
Be mindful of pupils' circumstances when designing the scenario in Activity three, in case some directly relate to a pupil's personal circumstances.

**Begin the lesson by...**  
Explaining to pupils that in this lesson we will be learning about emotions. Emotions are the way we feel inside and they can affect how we feel about ourselves, other people and how we behave. Some people are able to express their emotions in a helpful way, some people express their emotions in an unhelpful way, and some people try to hide their emotions. Because pupils feel no emotions are bad, wrong or naughty, but some emotions feel more comfortable than others. Explain that it is important to share emotions with other people but that there are safe and appropriate ways of doing this, which we will be learning about today. Remind pupils of the working agreement.

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