



## Relationships and Sexuality Education in Primary Schools - pupils' perspectives.

All the information shared in this booklet are views expressed by pupils from Somerton Primary School and Eveswell Primary School. We would like to thank the pupils for their work on this parental/carer guidance.

### **What is Relationships and Sexuality Education (RSE)?**

RSE is delivered in primary schools across Wales. In primary schools in Newport, we deliver RSE through 'Positive Relationships'. We actively promote the importance of RSE and it plays an important part in our curriculum in terms of safeguarding. This helps children and young people make informed, responsible decisions in their lives.



We wanted to find out what our pupils' views are about positive relationships and why learning about positive relationships is important for their future aspirations and their future relationships.

We asked a variety of children across our primary schools a number of questions.

The first question we posed was:

- How do you think we teach about positive relationships in school?

Our pupils said:

- **'We say fantastic things to each other when we do something good', 'We have playground buddies', 'We help each other when we get stuck',**
- **'We made posters on how to be a kind friend during anti-bullying week', and we talked about it in assembly too.'**

We then asked:

- 'If your parents asked you about how we teach positive relationships, what would you say to them?'

Our pupils said:

**'We talk about what it means to be kind and thoughtful',**

**'We have nurture and Elsa (emotional literacy support) where we play games about getting on with other people',**

**'We have lessons about being kind and staying safe. Our teacher explains things to us too!'**



We then asked:

'What do you learn about in RSE?'

'What do you understand about positive relationships?'

Our pupils said:

**'We don't just learn about kindness and anti-bullying, we talk about naming our body parts with confidence such as penis, testicles, breasts and vagina'. 'We know that we can use these words, and that we are not wrong in saying these words.'**

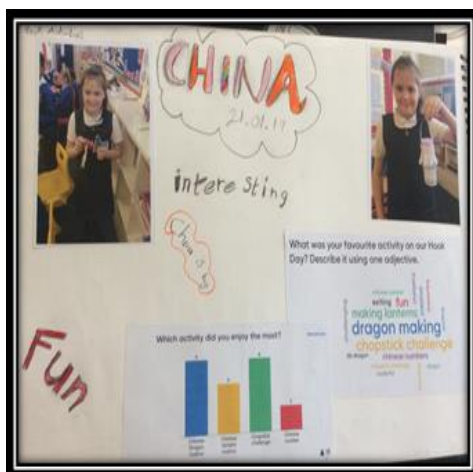
We wanted to take this a little further and question if children really understood the importance of recognising positive relationships/RSE. Did our children really understand that the skills we are developing in school will help us keep safe in the future?

The next question posed was:

'Can you think of some tasks that you have taken part in that might help you think about RSE?'

Our pupils said:





In Year 5 we begin to look at puberty and the physical and emotional changes that take place. We asked pupils what lessons they took part in when thinking about puberty and body changes.

Our pupils said:

**‘We learn how girls and boys develop.’**

The children shared that in their class, this was talked about both as a lesson and between friends. **‘We asked different questions in the classroom and the teacher helped us understand how we will change as we grow.’**

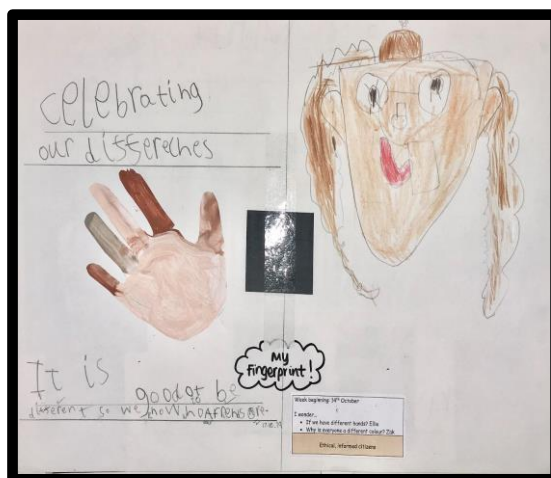
One child commented that **‘We have circle time where we talk about our emotions and how we manage them’**.

**‘Our teachers show us lots of ways to manage our feelings, like calm down areas, seeing the rabbits or talking to a trusted adult, we can all have a trusted adult if we want one’**.

We then asked what a trusted adult is.

Our pupils said:

**‘It’s an adult you like to talk too. You can go to them and they will try and help you’**.



In Year 6 we start to look at loving relationships including conception and birth. These are taught in a scientific way. We discuss same sex relationships from the point of view of different types of families and different types of loving relationships. We asked a selection of Year 6 pupils what they know and have learnt about conception in school. Our pupils said:

**‘Our teacher is honest and open when it comes to talking about conception, loving relationships and emotions.’**

**‘We learn how a baby is made and how it develops before birth.’**

**‘We learn about the health of pregnant people, what they should and shouldn’t do to keep themselves and the baby healthy.’**

**‘We go through classroom rules first and our teacher tells us how important it is to be respectful. We then sit in a circle so that we all have the same opportunities. We pass around a cube. If you have the cube, you can talk or pass. I like these ideas because sometimes I get a little embarrassed. I feel more comfortable knowing I can decide to talk or not. This encourages us to participate’.**

**‘We talk about different types of relationships such as two boys and two girls wanting to be together, and that this was a personal decision. We learn that we need to understand and respect, even if we don't agree.’**

We then asked the children what they understood about gender stereotypes.

Our pupils said:

**‘Our teacher talked to us about the difference between prejudice and stereotype. I didn’t understand what this was before we talked about it’ but I know now. We use lots of fiction and non-fiction to help us learn about stereotyping and prejudice’**



### **Children’s Rights in Wales**

Throughout our primary schools we promote Children’s Rights in Wales (UNCRC). Our schools have ‘Super Ambassadors’ who have been trained to promote the children's rights across the schools. The Super Ambassadors deliver this through assemblies and pupils' ideas. Class teachers then follow this up during lesson time.

We asked a selection of children about the Children's Rights in Wales and how their school supported this.

Our pupils said:



We know that we have 42 Rights in Wales, and all of us have these if we are under 18. It doesn't matter who you are or if you are rich or poor, you still have them! I know I have the right to be safe and to be looked after. I also know that I have the right to warm food, clean water and to go to school. Knowing my rights helps me to feel equal to my friends and that is important to me. It's nice to know that my friends have the same rights as me too, that feels fair.

