

# WE RSE

## Starting out

I am a year one teacher and part of the Health and Well-being team at our school. We are an English medium primary school with around 420 children. It is a diverse school with many nationalities and languages spoken. I signed up for the RSE professional learning programme because I wanted to understand more about creative approaches to teaching RSE before the curriculum becomes statutory.

### School

Primary school.

### Creative audit participants

61 children and 35 members of staff.

### Creative audit activities

What is love?  
Embodying feelings, Wyred bodies, Foiling feelings, Moving feelings. What jars you, STOP / START plates, curriculum mapping.

### Making RSE Matter

Range of creative activities for all year groups to be trialled in 2021-22.



# My creative audit

## Working with children in the foundation phase

I decided to start my creative audit by working with the children in my own year group, which is year one. I started by exploring relationships and feelings with the children using creative approaches. I planned a series of activities and then delivered them to both classes separately.

### Session 1: What is love?

In a P4C session, children were asked the question: "What is love?" Their responses were scribed and added to a large sheet of paper. All children made a heart using pipe cleaners and placed them around their ideas. Several of the children's ideas centred around the treatment of others. For example, being kind and helping each other. We discussed how we can show love for one another, especially as we can't hug each other at the moment due to Covid. The children then hung the hearts on the tree in our reading area to remind us to be kind to each other and that we are all loved.

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### What is P4C?

We have introduced Philosophy 4 Children in our school (P4C for short). It allows children time to think and formulate questions. They then can discuss their ideas, thoughts and feelings about a topic. It helps them to become more articulate, give reasons for their opinions, to listen to others and to agree and disagree respectfully.

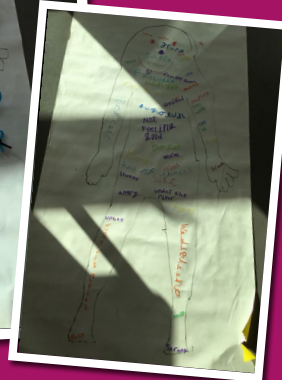
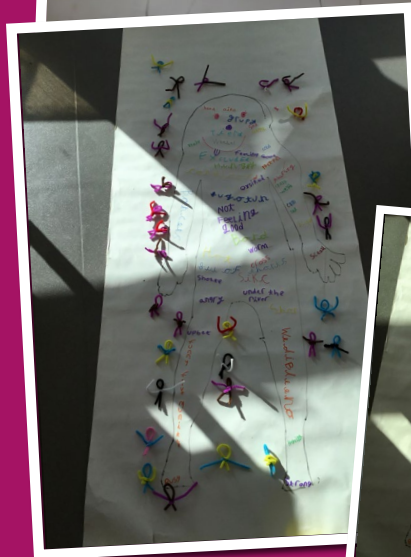


## Session 2: Embodying our feelings: inside and out

In our second activity we explored bodies and feelings. Taking inspiration from the AGENDA film and case-study **'Every Body Matters'**, in this session one person volunteered to lie down and be drawn around to create a life size paper body.

We used the talking partners strategy to discuss all the different feelings that children have inside their bodies at different times of the day, week and year. This is a strategy where everyone takes part at the same time, rather than everyone putting their hand up and answering one at a time. Children then took turns to add feelings to the outline of the body and discussed times when they feel a certain way and why they might feel that way.

Finally each child made a pipe cleaner person to show how they were feeling at that moment. In pairs they shared their wyred bodies and tried to guess how their partner was feeling from looking at the pipe-cleaner person (see [agendaonline.co.uk/wyred-bodies](http://agendaonline.co.uk/wyred-bodies)). The partner then revealed how they were actually feeling. All children placed their pipe-cleaner person where they felt it should be around the body.



## Session 3: Foiling our feelings

In the third activity children looked at the body full of feelings from the previous session. With a partner they took it in turns to think of an emotion and make an expression to show it. The partner had to first mirror the expression and then try to guess the emotion being expressed.

The children were then given pieces of foil to use as a mirror that would reflect and distort their image. Children discussed with a partner if the foil image changed the way they looked and felt. They talked about whether it was easy or hard to tell how someone is feeling on the inside by looking at their outward expressions. They decided that the outside and inside don't always match.







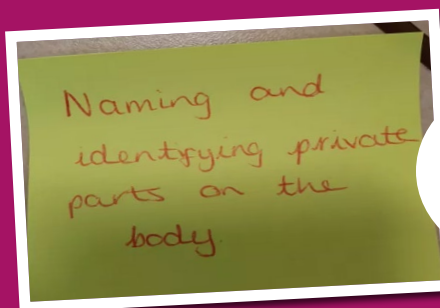
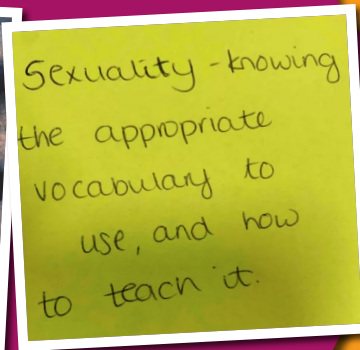
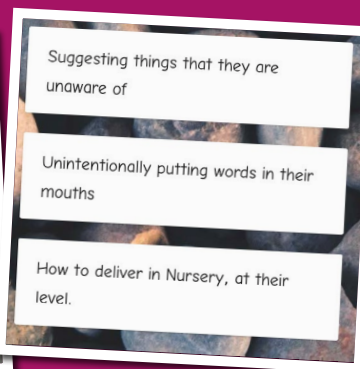
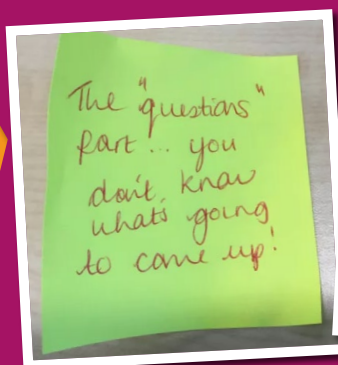
### Session 4: Moving with our feelings

In our fourth and final activity children explored how feelings affect how we feel in our bodies, how we move and make contact with others. They tried moving in different ways in relation to feelings of happiness, sadness, excitement, fear and shyness. This progressed into making contact with others. The children discussed how they felt about making contact when they were in different emotional states. For example, whether they wanted to make contact with others, or how confident they were, whether they were thinking about themselves or another person's response. After the activity, children discussed how they might approach someone who was feeling sad, shy or embarrassed based on the way they felt in the workshop. Children suggested that they would try being quiet, kind and helpful when another child was distressed. Children thought of safe adults they could talk to if they had feelings they wanted or needed to share.

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## Working with staff

Since starting this project I have run three staff INSET sessions. The first session was an introduction to creative approaches to RSE, which was held online due to the ongoing Covid-19 restrictions. Fifteen of my colleagues attended the session. We used padlets to take part virtually in the **What jars you?**, and **Wyred bodies** activities and to go through the creative activities that I included in the creative audit. I started the session with "What Jars you?" and asked my colleagues to share 'what jars' them about teaching RSE in our school.



Teachers were open about their concerns and it was clear that teachers are not totally comfortable with RSE.



We also used the CRUSH professional learning resource to look at the different thematic areas (e.g. bodies and body image) and discuss briefly what might be covered for this theme. We created a mapping document for each year group to see what they cover already for each theme and in which Area of Learning. This helped to show that we are not currently using the arts to cover any of this work, with most of our RSE coverage being linked to Health and Well-being & Science.

I explained that we want to try to use as many creative approaches in the future when teaching RSE and make links to other areas of learning. I showed the staff a powerpoint of the series of activities that I had taught and explained the process. We then took part in the **Wyred bodies** activity. Each person made a stick figure using pipe cleaners to represent how they were feeling in that moment and another person in the session had to guess what they were feeling. The last activity was a Stop/Start padlet which teachers used to say what they would like to STOP and what they would like START happening at our school when it comes to RSE. It was clear from this activity that colleagues are committed to bringing about changes to RSE in our school to make it more 'integrated', more 'creative', teaching it more 'frequently', 'in more depth' and 'across the curriculum'.

We are learning through this journey that when it comes to RSE, teacher confidence in our school is low and that further training will be needed to enable staff to transform our current RSE provision. There is an appetite for change amongst the staff however and Senior Leadership buy-in is positive. Our Headteacher is glad I am doing this work and as a result of this project I have now been made RSE lead at our school.



## Embedding creative RSE across the school

Since completing the creative audit I have created a set of RSE activity ideas from all year groups from Nursery through to Year 6. My focus is on creative approaches to RSE so I've included lots of arts based activities from the AGENDA resource and lots of P4C style sessions too. Through taking part in this project I have been reminded of how powerful the creative arts can be. I can see the ways that these creative approaches are helping children articulate (often without words) their feelings, emotions and connections to each other.

Since the initial session with staff I have run two further INSET sessions with a total of 35 staff. The second meeting provided an update of my professional learning project and the third was to go over all the activities for next year. I have asked all year groups to complete three activities over the course of the year, in addition to what they would normally do in RSE. After this initial trial we will work together to develop further content for our RSE curriculum. Hopefully by then we will have the RSE *what matters* statements and we can use these to help structure our new RSE curriculum.

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