



## Great Relationships and Sex Education: 200+ Activities for Educators Working with Young People by Alice Hoyle and Ester McGeeney

### Possible Primary Activities List

Suggested activities for use with primary. This list has been generated in conjunction with an experienced primary teacher. We would welcome feedback from other primary teachers about how you are using the book and what activities are working well. Please email [alice.t.hoyle@gmail.com](mailto:alice.t.hoyle@gmail.com)

**Code:-** **Green** for Primary Suitable as is. **Yellow** for Primary suitable with tweaks. **Strikethrough** for not suitable for primary.

**39 Green activities (no tweaks needed)**

**50 Yellow activities (tweaks needed)**

### Creating safer spaces

#### Section 1: Establishing a safe space

- ☐ Creating a group agreement for UKS2, with tweaks for LSK2
- ☐ Writing the rules
- ☐ Where are my safe spaces?
- ☐ Values egg
- ☐ Comfort, Stretch and Panic
- ☐ Risk it – for pastoral team support work, not as whole class.
- ☐ ~~Sex talk~~ – There probably isn't generally the maturity at year 6 for this activity.
- ☐ Pronoun badges
- ☐ Pass the pronouns – linked with above activity.
- ☐ Is our space safe for LGBT+ young people? – Unsure if this would work at primary (do feedback!). Feel that children throughout KS2 are good at being inclusive of race, religion, SEND, but not sure in all schools about LGBT+ (hopefully this is something which will change as a better way of teaching PSHE comes through).

#### Section 2: Icebreakers, energisers and warm up activities

- ☐ Would you rather?
- ☐ Cross the circle
- ☐ Quick fire debates for UKS2
- Warm up activities

- Feel good Jenga
- What's my label? for UKS2
- BOX: More warm up activity ideas

### **Section 3: Developing a curriculum with young people**

- Stop-start plates for UKS2
- What jars you? for UKS2
- Sort it out
- I know but I didn't know
- Ask it
- Models of sex education

### **Relationships**

- B OX: Chapter summary
- P oints to consider

#### **Section 1: Taking care of me**

- Personal universes
- Comfort, Stretch and Panic in relationships
- Relationship boundary maps – not the body and sex prompt
- Lean on me
- Romance or red flag?
- Mind flower
- Wellbeing toolkits – Suitable for all year groups with tweaks.

#### *Extension: Barriers to self care*

#### **Section 2: Taking care of you**

- Relationships venn diagrams
- Digital dilemmas – adapt to more e-safety for KS2
- Ask a rellie – possibly for UKS2
- 100 ways to show I love you
- Love is...?
- A complement of compliments
- Is it a compliment? – Depends on the group

#### **Section 3: Having an equal say**

- Unwritten gender rules
- Rewriting relationship rules
- (Re)imagining power
- Relationships represented
- Pets and consent
- The phone game
- Pressure cooker – situation adapting for suitable for KS2
- Saying no

☐ Saying no assertively

☐ Rewriting the script

#### **Section 4: Learning as we go**

☐ Relationship duplo bridges

*Extension: Make your own relationship bridge, tower or structure*

☐ Relationship values auction – adapting a couple of the auction cards

☐ Positive relationship webs

*Extension: Building webs*

☐ Digital romance

*Extension: Acting out digital romance*

☐ Communicating online and offline

*Extension: Stop/Start Communication*

☐ Ethical relationships

*Extension: Can you make ethical relationships go viral?*

#### **4 Gender and sexual equality**

- B OX: Chapter summary

- Points to consider

##### **Section 1: Heteronorms**

☐ Gender boxes UKS2

*Extension: Act like a man or Be ladylike UKS2*

☐ Gender documentary – As it is possibly beyond what average KS2 children could do in a short time. May work as a longer project

☐ Gender audit

☐ Pink or blue?

☐ The Bechdel test

☐ StereoTOYpes

☐ Career choice?

☐ Nail bar – not practical in a primary setting

☐ Rights over time (and around the world)

*Extension: A bill of rights*

☐ Reassembling the rules

☐ Is this sexual harassment?

☐ Stamping out sexual harassment

☐ Acting out

☐ Craftivism – adapting suitability to KS2

##### **Section 2: Key terms and definitions**

☐ The Genderbread Person – adapted to focus more on making assumptions and the problems with that, rather than the sexual identity scales

☐ Sex, gender and sexual orientation venn diagram

☐ QUILTBAGS!

☐ Identity label Tetrominoes

##### **Section 3: Diversity, power and privilege**

- ☐ ~~Power and privilege~~
- ☐ ~~Riddle's scale of attitudes~~
- ☐ ~~Same/ different visualisation~~
- ☐ ~~Beyond the binary~~
- ☐ What's behind the door? – This could be adapted to an activity about the things we might hide from others, e.g., mental health problems, family issues, and discussion around how keeping some things hidden can bring about feelings of shame, guilt, etc.
- ☐ Who are we? Spoken word poetry

*Extension: Who am I? – Creative response*

- ☐ Equity vs. equality
- ☐ ~~(Re)imagining power in action~~
- ☐ ~~The gender and power plot~~

## 5 Bodies 146

- B OX: Chapter summary
- Points to consider – for all members of staff to read

### Section 1: Our bodies, ourselves

- ☐ ~~Bodies in the media~~
- ☐ Body image
- ☐ Body traffic lights
- ☐ My body boundaries: too close for comfort
- ☐ Body scan

### Section 2: Sexual bodies

- ☐ ~~Pleasurable bodies~~
- ☐ ~~Playdoh pleasure anatomies~~
- ☐ What's in a name? – adapt for a discussion with children about different language for genitals

*Extension: Body sign language*

- ☐ ~~My genitals: getting to know you~~
- ☐ ~~Genital gallery~~
- ☐ ~~Design your own~~
- ☐ ~~Phallic objects~~

- ☐ Storm in a D- cup

- ☐ ~~Busting myths about the hymen and introducing the vaginal corona~~
- ☐ ~~Cliteracy~~

*Extension: Campaigning against Female Genital Mutilation*

- ☐ ~~BOX: Female Genital Mutilation~~

### Section 3: Reproductive bodies

- ☐ Modelling the reproductive body
- ☐ Puberty party !
- ☐ ~~The Womb room~~
- ☐ ~~Dicktionary~~

- ⊖ Body fluids
- The menstrual product experiment
- BOX: Menstruation education top tips
- ⊖ STAINS™: leak chie

○ Essential products?

#### **Section 4: Moving- feeling bodies**

- Moving with our feelings
- Body language game
- Gendered bodies
- Guess what I'm feeling
- Wiring our bodies

#### **6 Sex 196**

- Introduction
- BOX: Chapter summary
- Points to consider

#### **Section 1: Sex and sexuality – starting the conversation**

- ⊖ Sexuality collage
- ⊖ What is 'sex'?
- ⊖ Speed debating sex and sexuality
- ⊖ Sexual stats quiz
- ⊖ Types of sex – know, think, feel

#### **Section 2: Sexual norms and expectations**

- ⊖ What's my normal?
- ⊖ Is it safe? Is it normal?
- ⊖ 'Normal sex': unpacking our stereotypes – although the normal/safe quadrant resource is great for teaching about substances etc.
- ⊖ Good sex, bad sex, depends
- ⊖ The charmed circle
- ⊖ The chastity belt and the sexual double standard
- ⊖ Planet Porn
- ⊖ First sex and virginity cards
- ⊖ The sexual fairytale
- ⊖ Screwball

#### **Section 3: Masturbation**

- BOX: Key messages about masturbation to explore in RSE
- ⊖ Masturbation for the nation
- Extension: Campaign Ideas*
- ⊖ The anti-masturbation device: a historical perspective
- ⊖ Gender and masturbation
- ⊖ A mass debate

#### **Section 4: Pleasure and sensuality**

- ⊖ Hand massage
- ⊖ My photo album
- Sensuality star (when talking senses and enjoyment generally not sexual pleasure)
- ⊖ Mind, body and heart

⊖ Research and create: understanding pleasure and sexual response

⊖ Yes, no, maybe so

## **Section 5: Sexual ethics and consent**

○ Meet and greet (can be adapted into an analogy for kissing/cuddling)

⊖ The consent continuum

⊖ Play pause stop

⊖ Nude strategies

*Extension: New strategies for nudes*

⊖ Ethical decision making

## **7 Sexual and reproductive health**

• ~~BOX: Chapter summary~~

• ~~Points to consider~~

• ~~BOX: LGBT+ inclusive sexual health guides~~

### **Section 1: Starting out with sexual health: sex, risk and health**

⊖ Sexual health balloon-busting misconceptions

○ Keyword Jenga (if adapted to primary appropriate keywords)

○ The risk thermometer – although could use the graphic in year 6 when covering drugs, alcohol, etc.

○ ~~Safer sex auction~~

### **Section 2: Using sexual health services**

⊖ The story of Gillick – your rights vs. parental rights

⊖ Visualising your local services

⊖ Exploring stigma

### **Section 3: Fertility and conception**

○ Story of sperm: the fertilisation journey

○ ~~Who owns sperm?~~

○ Fertility crossword

### **Section 4: Contraception**

⊖ Contraceptive toolkit

⊖ Soap star contraception

⊖ Contraception and pleasure

⊖ Contraception and gender

### **Section 5: Condoms 296**

⊖ ~~BOX: Condoms and lubricants: points to consider~~

⊖ Condom Olympics

*Extension: Excuses, excuses*

⊖ The internal condom conundrum

*Extension: Contraception campaigns*

☐ ~~Condom demo quiz~~

## **Section 6: Pregnancy Choices**

☐ ~~Pregnancy tests role play~~

☐ ~~Researching parenting~~

☐ ~~BOX: Points to consider: abortion~~

☐ ~~Abortion brainstorm~~

☐ ~~Exploring abortion stories~~

## **Section 7: Sexually Transmitted Infections (STIs)**

☐ ~~BOX: Points to consider: Sexually Transmitted Infections (STIs)~~

☐ ~~STI party~~

☐ ~~The STI learning toolkit~~

☐ ~~STI quiz~~

☐ ~~Living with HIV~~

## **8 Concluding the learning**

- B OX: Chapter summary

- Points to consider

### **Section 1: Closing activities**

☐ Burn it

☐ The gift of a compliment

☐ Imagine an alien

☐ Check out

### **Section 2: Assessment activities**

- Extended assessment activities

☐ Write it on a postcard

☐ RSE core messaging

☐ BOX: Brighton and Hove RSE core messages

☐ Problem pages – would adapt the problems

☐ Research, present and assess

☐ Flashcard story

☐ Alien understanding (sex and gender)

☐ Educate, agitate, organise

- Quick fire assessment activities

☐ Call my bluff

☐ Taboo

☐ Playdoh pictionary

☐ BOX: Quizzes: points to consider

### **Section 3: Evaluation activities**

- In- depth evaluation of learning

☐ A body of reflection

- Photo choice
- Sentence stem sticks
- Draw and write
- Before and after
- Quick fire-evaluation activities
  - Graffiti it
  - Move it!
  - Shout it!
  - Vote for it
  - Exit tickets
  - Thinking ahead
  - Rate it
  - Curate it
  - Emoji evaluation

### Useful resources (Primary Specific)

- The DfE (2019) Relationships education, relationships and sex education (RSE) and health education Guidance  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships\\_Education\\_\\_Relationships\\_and\\_Sex\\_Education\\_\\_RSE\\_\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf)
  - Sex Education forum Curriculum design tool which includes a lifecourse approach to relationships and sex education:  
[https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/SEF\\_Curriculum%20Design%202018.pdf](https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/SEF_Curriculum%20Design%202018.pdf)
  - 15 Domains of healthy Sexual Development: <https://www.rsehub.org.uk/resources/15-domains-of-healthy-sexual-development/>
  - UNESCO International technical guidance on sexuality education: an evidence-informed approach; overview <https://unesdoc.unesco.org/ark:/48223/pf0000260840>
  - SEF Resource Checklist it is important that you assess a resources suitability for the participants that you work with. Sex Education Forum's resources checklist can help you do this: <https://www.sexeducationforum.org.uk/resources/frequently-asked-questions/6-can-you-recommend-good-rse-resources>
- Useful websites for young people
- Recommended websites for young people to use to access up to date, inclusive and positive information, stories and resources about relationships, sexual health and sexuality. (These are all great sites for educators too!)
- **Amaze: An American website containing sex education resources for children aged 4– 14. Lots of short video clips for young people, as well as resources for educators and parents.**  
<https://amaze.org>



Recommended further online training for educators

- Brook Learn is a free e- learning platform for RSE educators created by Brook. Includes modules on pleasure, consent, relationships and contraception. Also includes some activities to use with young people. <https://learn.brook.org.uk>

- DO...RSE for schools . Whatever your level of experience in delivering RSE it is a good idea

to do some self- reflection exercises. DO...RSE for schools has activities that provide you with

an opportunity to unpack your own personal feelings about things like sex, relationships, education

and society before you start planning or delivering an RSE programme. Also includes session plans for KS4 and policy- based resources. [www.dosreforschools.com](http://www.dosreforschools.com)

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Some recommended educational resources and session plans

- AGENDA: A young people's guide to making positive relationships matter. A set of creative and participatory activities developed with and for young people that are particularly useful for working with young people to find out what is important to them and ensure they are involved in developing the RSE curriculum. Founded by Professor Emma Renold and free to download and use. <http://agendaonline.co.uk/>. Also see Primary AGENDA:

Supporting

Children in making positive relationships matter . Although aimed at primary aged children (7–

11) some of the activities and ideas are useful for RSE with people of all ages.

<http://agenda.wales/>

- Brook Learn. This is an e- learning platform with training for educators on relationships, consent, pleasure and other areas of RSE. It also contains activity ideas that can be used directly

with young people. It is created by Brook and is free to use. <https://learn.brook.org.uk>  
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- DO...RSE for schools . Free training and resources for educators. Includes session plans on

love, communication and consent, safer sex and problem solving.

<https://www.dosreforschools.com/how-do-can-help/do-for-educators/lesson-plans-and-stimulus/>

- Expect Respect Education toolkit. A resource produced by Womankind consisting of a session for each year group from reception to year 13 based on themes that have been found

to be effective in tackling domestic abuse. <https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/>