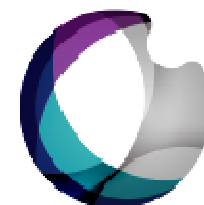




# RSHE

## Relationships, Sex and Health Education Parent Consultations



**The Tapscott  
Learning  
Trust**  
*Working together,  
achieving for all*



# Session objectives

- ▶ To explain the new statutory requirements of the Relationship, Sex and Health Education.
- ▶ The importance of RSHE
- ▶ To reassure parents that their views are important and needed in the formulation of the policy for this subject.
- ▶ To share our RSHE overviews and resources

## **WE ALL BELONG:**

With resilience and respect,  
we are all determined to succeed.

**W**e all try our best

**E**veryone shows respect

**A**ltogether - we are equal

**L**earning together

**L**istening to each other

**B**eing kind and understanding

**E**njoying friendship

**L**eading the way

**O**pen to new ideas

**N**o matter what happens, we don't give up

**G**o North Beckton GO!



# Statutory Requirements

- ▶ As from September 2020 all primary school children will learn about relationships and health. Relationships and Health Education is a new compulsory part of the school curriculum, which comprises two distinct areas:
  - Relationships
  - Physical health and mental wellbeing
- ▶ Schools will have a lot of freedom to decide how to teach the new curriculum but must teach in a way that is:
  - Appropriate for your child's age and development stage.
  - Sensitive to the needs and religious backgrounds of the children in your child's school.



# Why make changes to the curriculum now?

- ▶ The current curriculum has not been updated for 20 years. So much change has happened since then.
- ▶ Children need to learn what is relevant to them and the world they are growing up in.
- ▶ The new Relationships and Health Education curriculum is designed to:
  - Help all children grow up healthy, happy and safe.
  - Give all children the knowledge to make informed decisions about their wellbeing, health and relationships.
  - Support all children to manage the challenges and opportunities of modern Britain.
  - Prepare all children for a successful adult lives.





# Why is RSHE So important?



Our children are growing up in an increasingly complex world with new opportunities, but also new challenges. We as a school want our pupils to flourish in the world they find themselves and to work hard throughout all curriculum areas in order to give them the skills and knowledge they need to help prepare them for life.

RSHE teaching is an important part of equipping our pupils for life in 21st century Britain, enabling them to embrace diversity, helping them to make the most of technology; understand the importance of, and develop the skills which lead to them being able to sustain healthy and strong relationships.



# Equality Act 2010

## Public Sector Equalities Duty 2014



Relationships and Health Education compulsory from September 2020.  
New regulations passed in April 2019

- *1.9 It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their: sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity (DfE 2014, p8)*
- *1.7 If a school treats bullying [against any of the groups outlined previously] less seriously ... then it may be guilty of unlawful discrimination (DfE 2014, p8)*
- *3.27 Teaching should be based on facts and should enable pupils to develop an understanding of how the law applies to different relationships. Teachers must have regard to statutory guidance on sex and relationship education (now RSHE), and to meet duties under equality and human rights law (DfE. 2014)*



# RSHE Policy

Newham schools have received support and guidance from the Borough to produce a school policy.

The Borough has had extensive consultation on RSHE policy including the following:

- Parents
  - LGBT+ community
  - Councilors
  - Teachers
  - Other places
  - Governors & trustees - around 60 attended training at Education Space
  - Faith groups
  - SACRE
  - Muslims
  - Christians
  - Hindu
  - Buddhist
  - Jewish
  - Sikh
  - Humanist
  - Children
  - SEND educational services
  - DfE and Ofsted
  - Head Teachers including Nursery Head Teachers
  - Young peoples' Sexual health services
- Consultation with 30 Governors who are Newham parents
  - Individuals, groups and teachers who identify as LGBT+
  - Briefing and consultation with around 30
  - 80+ attended training, 55 attended Network Meetings
  - Birmingham, Redbridge and Tower Hamlets
  - 20 survey monkey responses and meeting held with 30 Imams
  - 19 different individuals representing
  - Sunni and Shia
  - Catholic and protestant
  - Estimated numbers 180 pupils



# RSHE is comprised of three main strands



## ▶ HEALTH AND WELLBEING

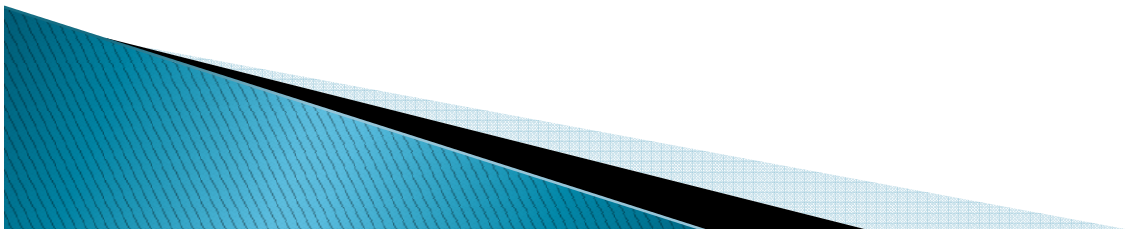
- physical wellbeing, mental health, ourselves, growing and changing, keeping safe

## ▶ LIVING IN THE WIDER WORLD

- responsibilities, communities, media and digital resilience, economic well being, aspirations, career

## ▶ RELATIONSHIPS

- families and close positive relationships, caring friendships, respectful relationships, online relationships, being safe



# Relationships



- ▶ By the time your child finishes primary school, they will have been taught about the following in Relationships Education:
  - ▶ • Family and people who care for them.
  - ▶ • Caring friendships.
  - ▶ • Respectful relationships.
  - ▶ • Online relationships.
  - ▶ • Being safe.





# Physical Health and Mental Wellbeing



- ▶ By the time your child finishes primary school, they will have been taught about the following in Physical health and mental wellbeing:
  - ▶ • Mental wellbeing.
  - ▶ • Internet safety and harms.
  - ▶ • Physical health and fitness.
  - ▶ • Healthy eating.
  - ▶ • Facts about drugs, alcohol and drugs and the risks associated with them.
  - ▶ • Health and prevention of illness.
  - ▶ • Basic first aid.
  - ▶ • Changes to the adolescent body.



# Human Reproduction



## Rational for teaching human reproduction in primary schools

- ▶ Newham pupils have said primary school is the best place to teach human reproduction (Newham secondary pupil consultation, 2020).
- ▶ Learning human reproduction at primary school helps children with transition to secondary schools
- ▶ Primary schools:
  - know families better and are in a stronger position to support families and individual children if they have questions or concerns about sex education.
  - are a place where children may feel more at ease about learning this topic as they are known by teachers and their peers.
  - have more time and staff are more accessible to deal with questions.
  - parental choices are respected, as parents can remove their children if they do not want them to learn human reproduction now, however if the schools do not teach human reproduction other parents will be denied the choice

**Human Reproduction is not statutory in Primary Schools. At North Beckton we plan to teach this in Year 6 as part of 'Ourselves' theme. Permission is given by parents before the lessons are taught**

# How will RSHE be taught at North Beckton?

RSHE will be taught as part of our A Time for US curriculum. We have themes that we focus on for each half term and will be having special days where we celebrate and share all of our learning.

- ▶ Respect/Positive relationships
- ▶ Keeping Safe
- ▶ Mental Wellbeing
- ▶ Media Literacy and Digital Resilience
- ▶ Ourselves
- ▶ Aspirations
- ▶ Being Healthy and keeping safe - linked with Science and PE



# Respect



EYFS	They know that other children don't always enjoy the same things and are sensitive to this. They know how similarities and differences between themselves and others and among families, communities and traditions.
Year 1	How behaviour affects others; being polite and respectful What rules are; caring for others' needs; looking after the environment
Year 2	Recognising things in common and differences; playing and working cooperatively; sharing opinions Belonging to a group; roles and responsibilities; being the same and different in the community
Year 3	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite The value of rules and laws; rights, freedoms and responsibilities
Year 4	Respecting differences and similarities; discussing difference sensitively What makes a community; shared responsibilities
Year 5	Responding respectfully to a wide range of people; recognising prejudice and discrimination Protecting the environment; compassion towards others
Year 6	Expressing opinions and respecting other points of view, including discussing topical issues Valuing diversity; challenging discrimination and stereotypes

Treat people the way you  
want to be treated. Talk  
to people the way you  
want to be talked to.  
**RESPECT is EARNED,  
NOT GIVEN.**



# Year 3 - Respect



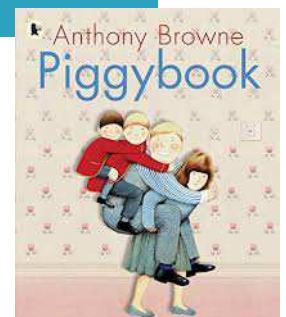
## Year 3

Respecting ourselves and others Recognising respectful behaviour; the importance of self-respect; courtesy and being polite

- to recognise respectful behaviours e.g. helping or including others, being responsible
- how to model respectful behaviour in different situations e.g. at home, at school, online
- the importance of self-respect and their right to be treated respectfully by others
- what it means to treat others, and be treated, politely
- the ways in which people show respect and courtesy in different cultures and in wider society

Belonging to a community The value of rules and laws; rights, freedoms and responsibilities

- the reasons for rules and laws in wider society
- the importance of abiding by the law and what might happen if rules and laws are broken
- what human rights are and how they protect people
- to identify basic examples of human rights including the rights of children
- about how they have rights and also responsibilities
- that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn



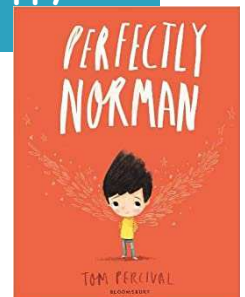
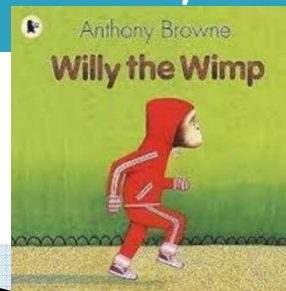


# Positive Relationships



<b>EYFS</b>	Personal, Social and Emotional Development - Making Relationships
<b>Year 1</b>	Roles of different people; families; feeling cared for
<b>Year 2</b>	Making friends; feeling lonely and getting help
<b>Year 3</b>	What makes a family; features of family life
<b>Year 4</b>	Positive friendships, including online
<b>Year 5</b>	Managing friendships and peer influence
<b>Year 6</b>	Attraction to others; romantic relationships; civil partnership and marriage

- Year 3 Families and friendships What makes a family; features of family life**
- to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents
  - that being part of a family provides support, stability and love
  - about the positive aspects of being part of a family, such as spending time together and caring for each other
  - about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty
  - to identify if/when something in a family might make someone upset or worried
  - what to do and whom to tell if family relationships are making them feel unhappy or unsafe





# Keeping Safe

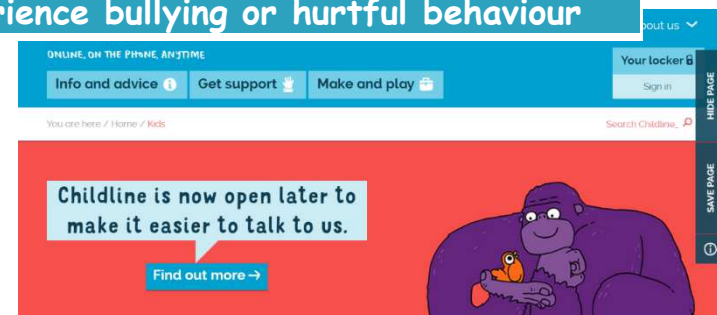
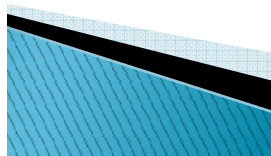


<b>EYFS</b>	Physical Development - Health and Safe Care
<b>Year 1</b>	Recognising privacy; staying safe; seeking permission
<b>Year 2</b>	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour
<b>Year 3</b>	Personal boundaries; safely responding to others; the impact of hurtful behaviour
<b>Year 4</b>	Responding to hurtful behaviour; managing confidentiality; recognising risks online
<b>Year 5</b>	Physical contact and feeling safe
<b>Year 6</b>	Recognising and managing pressure; consent in different situation

## Year 3

### Safe relationships Personal boundaries; safely responding to others; the impact of hurtful behaviour

- What is appropriate to share with friends, classmates, family and wider social groups including online
  - about what privacy and personal boundaries are, including online
  - basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision
  - that bullying and hurtful behaviour is unacceptable in any situation
  - about the effects and consequences of bullying for the people involved
  - about bullying online, and the similarities and differences to face-to-face bullying
  - what to do and whom to tell if they see or experience bullying or hurtful behaviour

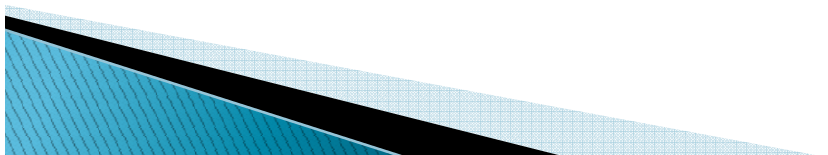
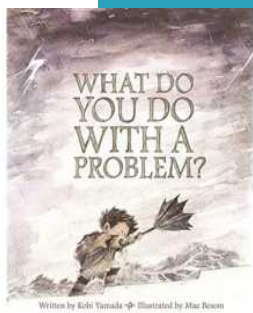




# Mental Wellbeing



<b>EYFS</b>	Personal, Social and Emotional Development - Managing Feelings and Behaviour
<b>Year 1</b>	Mental wellbeing; recognising different feelings
<b>Year 2</b>	Managing feelings and asking for help
<b>Year 3</b>	What affects feelings; expressing feelings
<b>Year 4</b>	Maintaining a balanced lifestyle to support mental wellbeing
<b>Year 5</b>	What affects mental health and ways to take care of it;
<b>Year 6</b>	Managing change, loss and bereavement; managing time online
<b>Year 3</b>	<b>Mental wellbeing; what affects feelings; expressing feelings; managing and reframing setbacks</b> <ul style="list-style-type: none"> <li>• about the choices that people make in daily life that could affect their health</li> <li>• about the things that affect feelings both positively and negatively</li> <li>• strategies to identify and talk about their feelings</li> <li>• about some of the different ways people express feelings e.g. words, actions, body language</li> <li>• to recognise how feelings can change overtime and become more or less powerful</li> <li>• to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues</li> <li>• basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again</li> </ul>



# Media Literacy and Digital Resilience



<b>EYFS</b>	Understanding the World - Technology
<b>Year 1</b>	Using the internet and digital devices; communicating online
<b>Year 2</b>	The internet in everyday life; online content and information
<b>Year 3</b>	How the internet is used; assessing information online
<b>Year 4</b>	How data is shared and used
<b>Year 5</b>	How information online is targeted; different media types, their role and impact
<b>Year 6</b>	Evaluating media sources; sharing things online

<b>Year 3</b>	<p><b>Media literacy and Digital resilience</b> How the internet is used; assessing information online</p> <ul style="list-style-type: none"> <li>• how the internet can be used positively for leisure, for school and for work</li> <li>• to recognise that images and information online can be altered or adapted and the reasons for why this happens</li> <li>• strategies to recognise whether something they see online is true or accurate</li> <li>• basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</li> <li>• to evaluate whether a game is suitable to play or a website is appropriate for their age-group</li> <li>• to make safe, reliable choices from search results</li> <li>• how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</li> </ul>
---------------	---



[Home - eSafety Training](#) - The 2 Johns

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

[www.nspcc.org.uk/keeping-children-safe/online-safety](http://www.nspcc.org.uk/keeping-children-safe/online-safety)

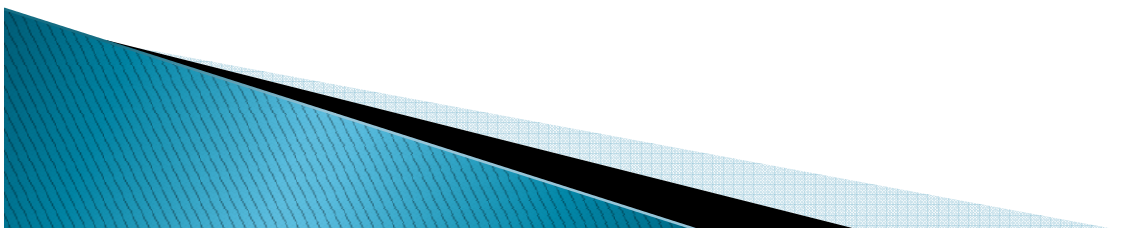
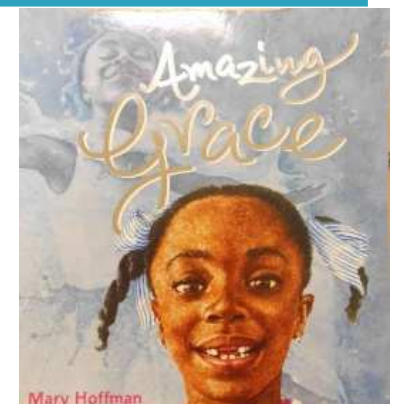


# Ourselves



EYFS	Personal, Social and Emotional Development - Self Confidence and Self awareness.
Year 1	Recognising what makes them unique and special; naming body parts
Year 2	Growing older; naming body parts; moving class or year
Year 3	Recognising individuality and different qualities
Year 4	Physical and emotional changes in puberty; support with puberty
Year 5	Physical and emotional changes in puberty; external genitalia; personal hygiene routines;
Year 6	Human reproduction and birth; increasing independence; managing transition

Year 3	<p>Growing and changing - recognising individuality and different qualities;</p> <ul style="list-style-type: none"> <li>• describe similarities and differences between ourselves and others</li> <li>• challenge simple stereotypes about boys and girls</li> <li>• about change as people grow up, including new opportunities and responsibilities</li> </ul>
--------	--







# Aspirations

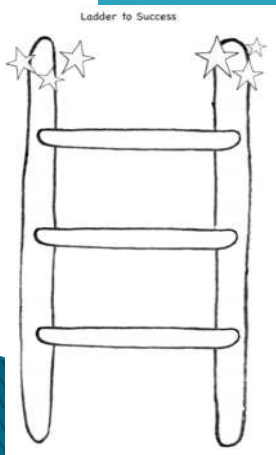


<b>EYFS</b>	Understanding the World People and Communities/The World
<b>Year 1</b>	What makes me special; jobs in the community
<b>Year 2</b>	Strengths and interests
<b>Year 3</b>	Different jobs and skills; setting personal goals
<b>Year 4</b>	Different jobs and skills; job stereotypes
<b>Year 5</b>	Identifying job interests and aspirations
<b>Year 6</b>	What influences career choices; workplace stereotypes

## Year 3

**Work - Different jobs and skills; Personal strengths and achievements; setting personal goals**

- to recognise how strengths and interests form part of a person's identity
- that everyone is an individual and has unique and valuable contributions to make
  - how to identify their own personal strengths and interests and what they're proud of (in school, out of school)
- to recognise their interests, skills and achievements and how these might link to future jobs
- about some of the skills needed to do a job, such as teamwork and decision-making
- how to set goals that they would like to achieve this year e.g. learn a new hobby



# Being Healthy and keeping safe – linked with Science and PE



EYFS	Health and Self Care
Year 1	Keeping healthy; food and exercise, hygiene routines; sun safety
Year 2	Why sleep is important; medicines and keeping healthy; keeping teeth healthy;
Year 3	Health choices and habits. Keeping safe Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Maintaining a balanced lifestyle; oral hygiene and dental care. Keeping safe Medicines and household products; drugs common to everyday life
Year 5	Healthy sleep habits; sun safety; medicines. Keeping safe in different situations, including responding in emergencies and first aid
Year 6	Health - vaccinations, immunisations and allergies. Keeping Safe - drug use and the law; drug use and the media



# Year 3 – Being Healthy and staying safe



Year 3

## Health choices and habits

- about the choices that people make in daily life that could affect their health
- to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)
- what can help people to make healthy choices and what might negatively influence them
- about habits and that sometimes they can be maintained, changed or stopped
- the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle
- what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally
- that regular exercise such as walking or cycling has positive benefits for their mental and physical health

## Keeping safe Risks and hazards; safety in the local environment and unfamiliar places

- how to identify typical hazards at home and in school
- how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen
- about fire safety at home including the need for smoke alarms
- the importance of following safety rules from parents and other adults
- how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety



1. Don't be scared
2. Never hide, go outside.
3. Have a plan!
4. If it's smoky, crawl on your knees.
5. Never stop, go outside quickly!
6. Sit and wait.



# Next Steps

## Look

Look at the draft policy and documents on the website

## Fill in

Fill in the parent survey

## Email

Email any questions to [info@northbeckton.ttlt.academy](mailto:info@northbeckton.ttlt.academy)

## Present

All information will be shared with school governors, who will make the final decision regarding the RSHE policy.

This will then be shared with staff and parents.



### WE ALL BELONG:

With resilience and respect,  
we are all determined to succeed.

**W**e all try our best

**E**veryone shows respect

**A**ltogether - we are equal

**L**earning together

**L**istening to each other

**B**eing kind and understanding

**E**njoying friendship

**L**eading the way

**O**pen to new ideas

**N**o matter what happens, we don't give up

**G**o North Beckton GO!





## WE ALL BELONG:

With resilience and respect,  
we are all determined to succeed.

**W**e all try our best

**E**veryone shows respect

**A**ltogether - we are equal

**L**earning together

**L**istening to each other

**B**eing kind and understanding

**E**njoying friendship

**L**ead the way

**O**pen to new ideas

**N**o matter what happens, we don't give up

**G**o North Beckton GO!



# Thank you



Education is a shared  
commitment between  
dedicated teachers,  
motivated students and  
enthusiastic parents with  
high expectations.

meetville.com

*Bob Beauprez*