

# RSHE

## Relationships, Sex and Health Education Parent Consultations



# 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 4 - Respect

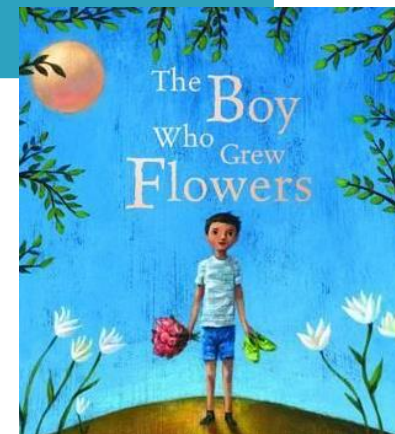
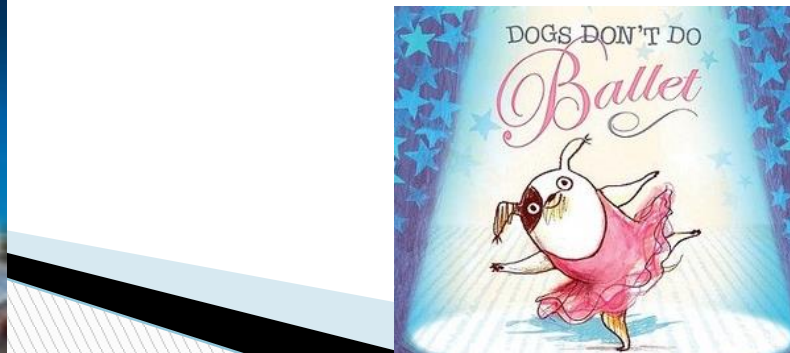
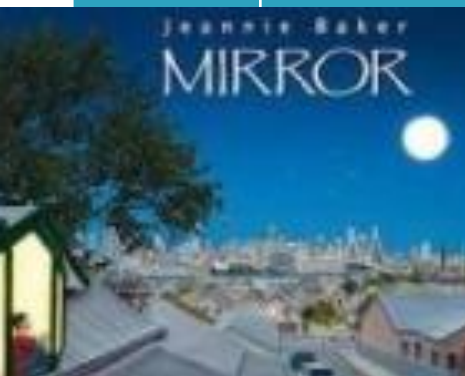
## Year 4

Respecting ourselves and others Respecting differences and similarities; discussing difference sensitively

- to recognise differences between people such as gender, race, faith
- to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations
- about the importance of respecting the differences and similarities between people
- a vocabulary to sensitively discuss difference and include everyone

Belonging to a community What makes a community; shared responsibilities

- the meaning and benefits of living in a community
- to recognise that they belong to different communities as well as the school community
- about the different groups that make up and contribute to a community
- about the individuals and groups that help the local community, including through volunteering and work
- how to show compassion towards others in need and the shared responsibilities of caring for them





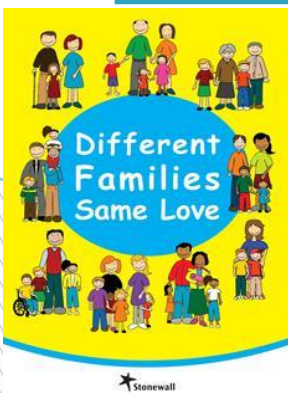
# Positive Relationships

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

## Year 4

### Families and friendships Positive friendships, including online

- about the features of positive healthy friendships such as mutual respect, trust and sharing interests
- strategies to build positive friendships
- how to seek support with relationships if they feel lonely or excluded
- how to communicate respectfully with friends when using digital devices
- how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know
- what to do or whom to tell if they are worried about any contact online





# 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

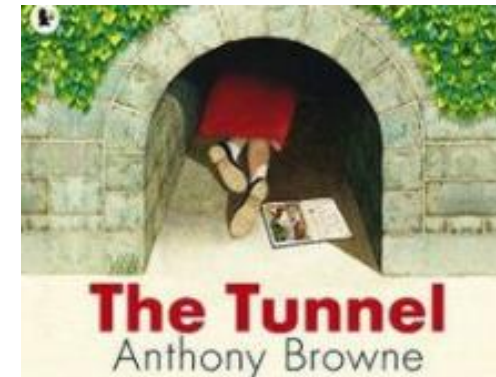
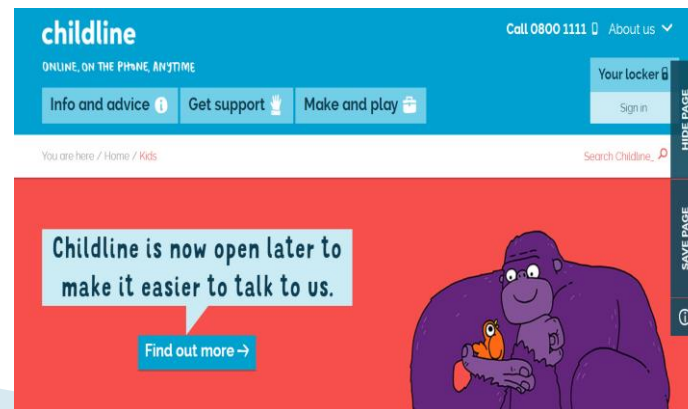


# Year 4 – Keeping Safe

## Year 4

Safe relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online

- to differentiate between playful teasing, hurtful behaviour and bullying, including online
- how to respond if they witness or experience hurtful behaviour or bullying, including online
- recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable
- how to manage pressures associated with dares
- when it is right to keep or break a confidence or share a secret
- how to recognise risks online such as harmful content or contact
- how people may behave differently online including pretending to be someone they are not
- how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online





# 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

## Year 4 Mental wellbeing; Maintaining a balanced lifestyle to support mental wellbeing

- to identify that mental health, just like physical health is part of daily life; and the importance of taking care of mental health.
- to identify a wide range of strategies and behaviours that support mental health - including good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies.
- spending time with family and friends can support mental health and wellbeing.
- about the benefits of being outdoors and in the sun for mental health
- about everyday things that affect feelings and the importance of expressing feelings.

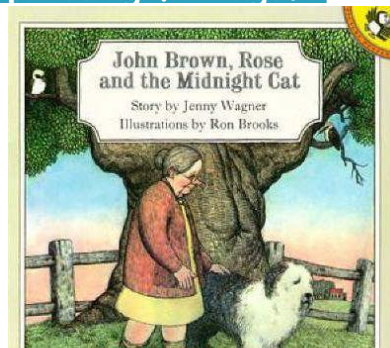


**Kapow**

Cat Stretch



Get on your hands and knees and arch your back like a cat as you breathe in slowly.



# Media Literacy and Digital Resilience

## - linked with computing

<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 4</b>	<p><b>Media literacy and Digital resilience</b> How data is shared and used</p> <ul style="list-style-type: none"> <li>• that everything shared online has a digital footprint</li> <li>• that organisations can use personal information to encourage people to buy things</li> <li>• to recognise what online adverts look like</li> <li>• to compare content shared for factual purposes and for advertising</li> <li>• why people might choose to buy or not buy something online e.g. from seeing an advert</li> <li>• that search results are ordered based on the popularity of the website and that this can affect what information people access</li> <li>• how people may behave differently online including pretending to be someone they are not.</li> <li>• how to report concerns and seek help if worried or uncomfortable about someone's behaviour online.</li> </ul>
---------------	--

# Ourselfs

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 4 - Ourselves



Year 4

Growing and changing Personal identity; Physical and emotional changes in puberty

- about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes
- that for some people their gender identity does not correspond with their biological sex
- how to recognise, respect and express their individuality and personal qualities
- about the physical and emotional changes during puberty ( The focus in Year 4 is to be on periods)
- the importance of personal hygiene routines during puberty including washing regularly and using deodorant
- how to discuss the challenges of puberty with a trusted adult
- how to get information, help and advice about puberty



## USEFUL WEBSITES:

- [www.childline.org.uk](http://www.childline.org.uk)
- [www.nspcc.org.uk](http://www.nspcc.org.uk)
- [www.nhs.uk/Livewell/puberty/Pages/Pubertyinfoforchildren.aspx](http://www.nhs.uk/Livewell/puberty/Pages/Pubertyinfoforchildren.aspx)
- [www.kidshealth.org/kid/](http://www.kidshealth.org/kid/)
- [www.bbc.co.uk/education/topics/z3xxsbk](http://www.bbc.co.uk/education/topics/z3xxsbk)
- [www.thinkuknow.co.uk/](http://www.thinkuknow.co.uk/)
- [www.wearebetty.com/pages/parent](http://www.wearebetty.com/pages/parent)

# Aspirations

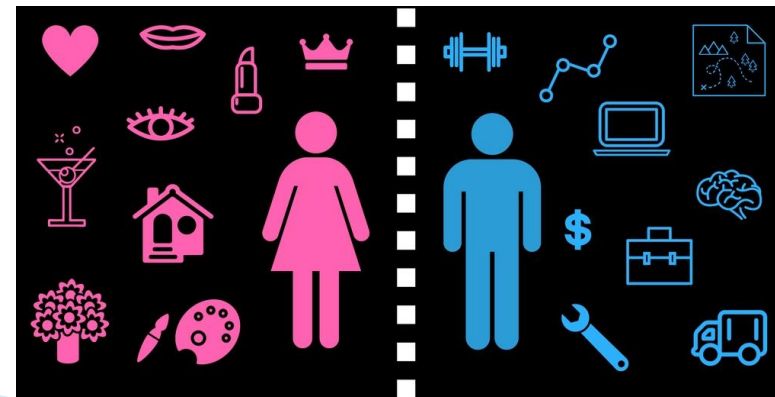
<b>EYFS</b>	Understanding the World People and Communities/The World
<b>Year 1</b>	What makes me special; jobs in the community
<b>Year 2</b>	Strengths and interests
<b>Year 3</b>	Different jobs and skills; setting personal goals
<b>Year 4</b>	Different jobs and skills; job stereotypes
<b>Year 5</b>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

<b>Year 4</b>	<b>Work - Different jobs and skills; job stereotypes</b> <ul style="list-style-type: none"> <li>• about jobs that people may have from different sectors e.g. teachers, business people, charity work</li> <li>• that people can have more than one job at once or over their lifetime</li> <li>• about common myths and gender stereotypes related to work</li> <li>• to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</li> </ul>
---------------	---



**Don't wait until you  
reach your goal to be  
proud of yourself.  
Be proud of every  
step you take.**

*Karen Salmon*





# 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



# Y4 -Being Healthy and Keeping safe



Year 4

## Maintaining a balanced lifestyle; oral hygiene and dental care

- to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally
- what good physical health means and how to recognise early signs of physical illness
- that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary
- how to maintain oral hygiene and dental health, including how to brush and floss correctly
- the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health

## Keeping safe Medicines and household products; drugs common to everyday life

the importance of taking medicines correctly and using household products safely

- to recognise what is meant by a 'drug'
- that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing
- to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects
- to identify some of the risks associated with drugs common to everyday life
- that for some people using drugs can become a habit which is difficult to break
- how to ask for help or advice



# 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.

*Bob Beauprez*