



# 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 – linked with computing
- ▶ Ourselves
- ▶ Aspirations
- ▶ Being Healthy and Keeping safe – linked with Science and PE





# Respect



<b>EYFS</b>	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.
<b>Year 1</b>	How behaviour affects others; being polite and respectful What rules are; caring for others' needs; looking after the environment
<b>Year 2</b>	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
<b>Year 3</b>	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite The value of rules and laws; rights, freedoms and responsibilities
<b>Year 4</b>	Respecting differences and similarities; discussing difference sensitively What makes a community; shared responsibilities
<b>Year 5</b>	Responding respectfully to a wide range of people; recognising prejudice and discrimination Protecting the environment; compassion towards others
<b>Year 6</b>	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 2 – Respect



## Year 2

Respecting ourselves and others Recognising things in common and differences; playing and working cooperatively; sharing opinions

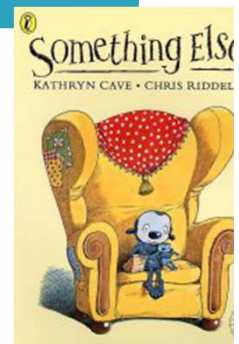
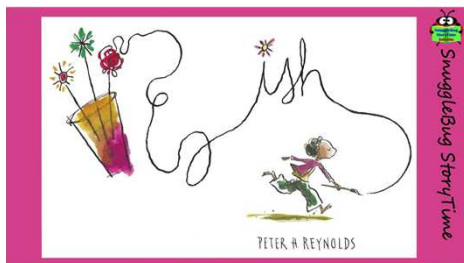
- about the things they have in common with their friends, classmates, and other people
- how friends can have both similarities and differences
- how to play and work cooperatively in different groups and situations
- how to share their ideas and listen to others, take part in discussions, and give reasons for their views

Belonging to a community Belonging to a group; roles and responsibilities; being the same and different in the community

- about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups
- about different rights and responsibilities that they have in school and the wider community
- about how a community can help people from different groups to feel included
- to recognise that they are all equal, and ways in which they are the same and different to others in their community

## DISCUSSION

THE POWER  
— OF —  
WORDS



# 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



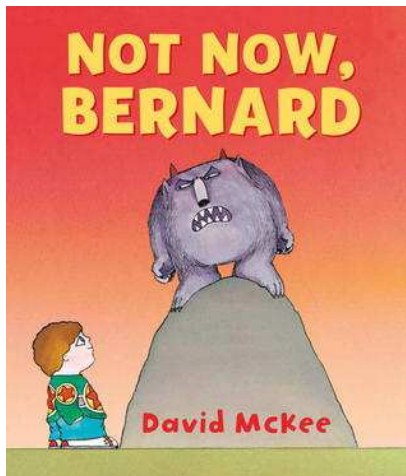
# Year 2 – Positive Relationships



Year 2

Families and friendships Making friends; feeling lonely and getting help

- how to be a good friend, e.g. kindness, listening, honesty
- about different ways that people meet and make friends
- strategies for positive play with friends, e.g. joining in, including others, etc.
- about what causes arguments between friends
- how to positively resolve arguments between friends
- how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else





# 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 2 – Keeping Safe



Year 2

Safe relationships Managing secrets; resisting pressure and getting help; recognising hurtful behaviour

- how to recognise hurtful behaviour, including online
- what to do and whom to tell if they see or experience hurtful behaviour, including online
- about what bullying is and different types of bullying
- how someone may feel if they are being bullied
- about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help
- how to resist pressure to do something that feels uncomfortable or unsafe
- how to ask for help if they feel unsafe or worried and what vocabulary to use



# 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 2</b>	<b>Mental wellbeing; managing feelings and asking for help</b> <ul style="list-style-type: none"><li>• about routines and habits for maintaining good mental health</li><li>• how to describe and share a range of feelings<ul style="list-style-type: none"><li>• ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others</li></ul></li><li>• how to manage big feelings including those associated with change, loss and bereavement</li><li>• when and how to ask for help, and how to help others, with their feelings</li></ul>
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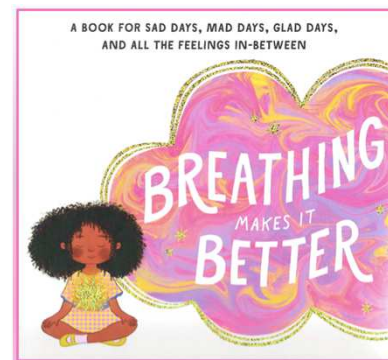
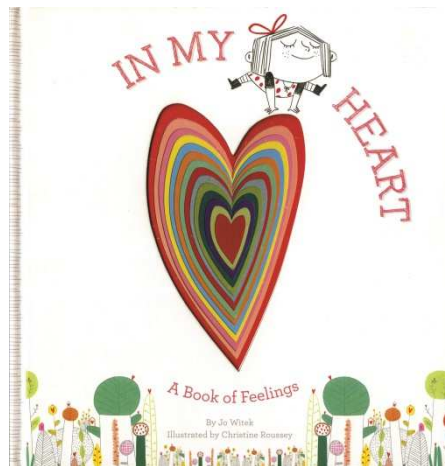
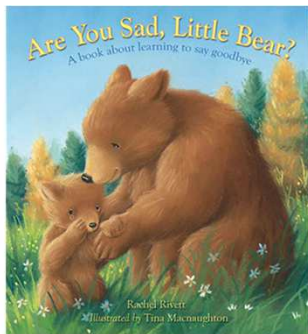
# Year 2 – Mental Wellbeing



Year 2

Mental wellbeing; managing feelings and asking for help

- about routines and habits for maintaining good mental health
- how to describe and share a range of feelings
  - ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others
  - how to manage big feelings including those associated with change, loss and bereavement
  - when and how to ask for help, and how to help others, with their feelings



GoNoodle



# Media Literacy and Digital Resilience

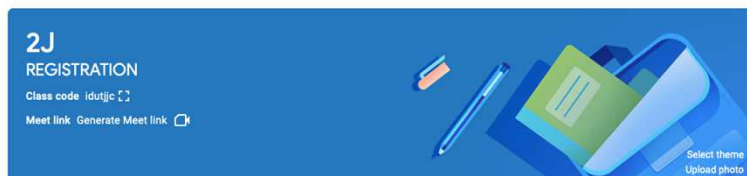


<b>EYFS</b>	Understanding the World - Technology
<b>Year 1</b>	Using the internet and digital devices; communicating online
<b>Year 2</b>	The internet in everyday life; online content and information
<b>Year 3</b>	How the internet is used; assessing information online
<b>Year 4</b>	How data is shared 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 2</b>	<b>Media literacy and Digital resilience</b> The internet in everyday life; online content and information <ul style="list-style-type: none"> <li>• the ways in which people can access the internet e.g. phones, tablets, computers</li> <li>• to recognise the purpose and value of the internet in everyday life</li> <li>• to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos</li> <li>• that information online might not always be true</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)

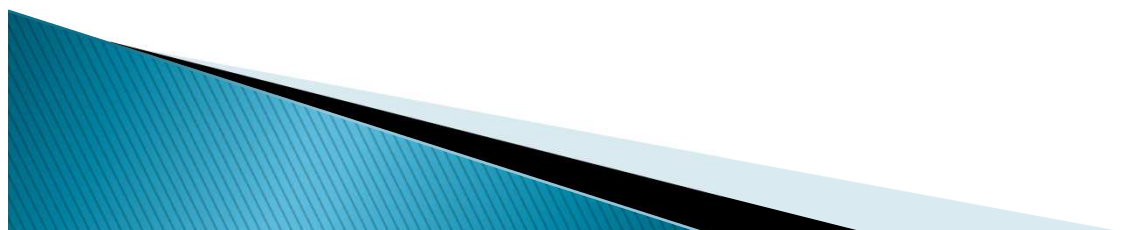


# Ourselfs



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 2	<p>Growing and changing - Growing older; naming body parts;</p> <ul style="list-style-type: none"> <li>• how our needs and bodies change as we grow up</li> <li>• to identify and name the main parts of the body including external genitalia (e.g. vulva, penis, testicles)</li> <li>• identify ways we are more independent now than when we were younger</li> <li>• describe our feelings about growing and changing</li> </ul>
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# Year 2 – Ourselves Resources





© 2010 Pottery, Novelty

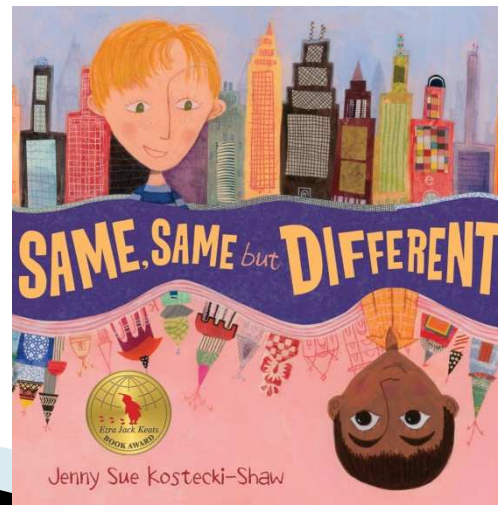


arms	shoulders	vulva
legs	knees	ears
feet	toes	testicles
ankle	fingers	penis
eyes	tummy	chest
elbows	bottom	back
neck	wrist	mouth
teeth	hair	face

# 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 2</b>	<b>Work - Strengths and interests</b> <ul style="list-style-type: none"> <li>• that everyone has different strengths, in and out of school</li> <li>• about how different strengths and interests are needed to do different jobs</li> <li>• preparing to move to a new class and setting goals for next year</li> </ul>

Me	My Friend
<div style="border: 1px solid black; width: 60px; height: 60px; margin-bottom: 5px;"></div> I like to... _____ _____ _____ A picture of me _____ My favourite food is... _____ _____ _____ My favourite colour is... _____ 	<div style="border: 1px solid black; width: 60px; height: 60px; margin-bottom: 5px;"></div> They like to... _____ _____ _____ A picture of my friend _____ Their favourite food is... _____ _____ _____ Their favourite colour is... _____ 



## Going for My Goal!

Setting yourself a goal is a great way to achieve new things that you never thought were possible. Set yourself a goal. What will you try to achieve?

What will help me to achieve my goal?	<div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;">           My goal is            _____            _____            _____         </div>	Who will help me to achieve my goal?
What might I find difficult?	<div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;">  </div>	How will I get past any difficulties?
<div style="border: 1px solid black; padding: 5px; display: inline-block;">           I will achieve my goal by:         </div>		



# 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 2 - Being Healthy



## Why sleep is important; medicines and keeping healthy; keeping teeth healthy:

- about routines and habits for maintaining good physical and mental health
- why sleep and rest are important for growing and keeping healthy
- that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies
- the importance of, and routines for, brushing teeth and visiting the dentist
- about food and drink that affect dental health

## Keeping safe Safety in different environments; risk and safety at home; emergencies

- how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines
- how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'
- to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger
- how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products
- about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel
- how to respond if there is an accident and someone is hurt
- about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say

## SLEEP FOR KIDS

Teaching Kids The Importance of Sleep

### Sleep Tips

Here are some things you can do to help get a good night's sleep.

Make sure your bedroom is cool, dark, and quiet. Ask your parents to help.

Exercise during the day. Running and playing at least 3 hours before bed help your body get ready for sleep.

Try to go to bed the same time every night. Your body gets used to a schedule and will be ready to sleep.



Avoid big meals before bedtime. Drink a warm glass of milk or have a light healthy snack like fruit instead.

Don't drink sodas with caffeine... especially in the afternoon and at night.

Have a bedtime routine. Do the same relaxing things before bed each night, like taking a warm shower, reading, or listening to quiet music. Your body will know it is time to get ready to sleep.



# 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.



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# Thank you



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

meetville.com

*Bob Beauprez*