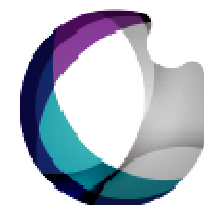




RSHE

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.

We all try our best

Everyone shows respect

Altogether - we are equal

Learning together

Listening to each other

Being kind and understanding

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Leading the way

Open to new ideas

No matter what happens, we don't give up

Go North Beckton GO!



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)*



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.

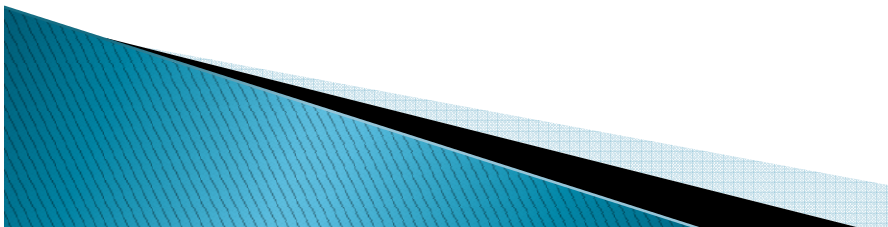


Why is RSHE So important?



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.



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.



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



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. Parents are informed prior to the lessons and permission is given by parents before the lessons are taught.

Respect Overview



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



Year 6 - Respect



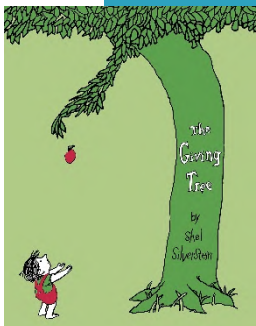
Year 6

Respecting ourselves and others Expressing opinions and respecting other points of view, including discussing topical issues

- the importance of self-respect and their right to be treated respectfully by others
- about the link between values and behaviour and how to be a positive role model
- how to discuss and debate topical issues respectfully
- how to listen to and respect other points of view
- how to constructively challenge points of view they disagree with
- ways to participate effectively in discussions online and manage conflict or disagreements

Belonging to a community Valuing diversity; challenging discrimination and stereotypes

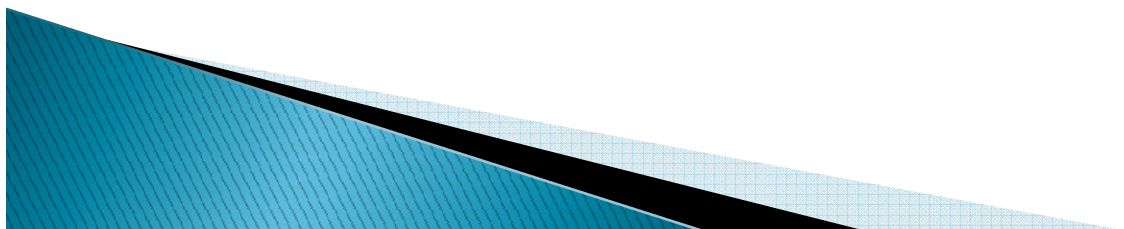
- what prejudice means
- to differentiate between prejudice and discrimination
- how to recognise acts of discrimination
- strategies to safely respond to and challenge discrimination
- how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups
- how stereotypes are perpetuated and how to challenge this



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



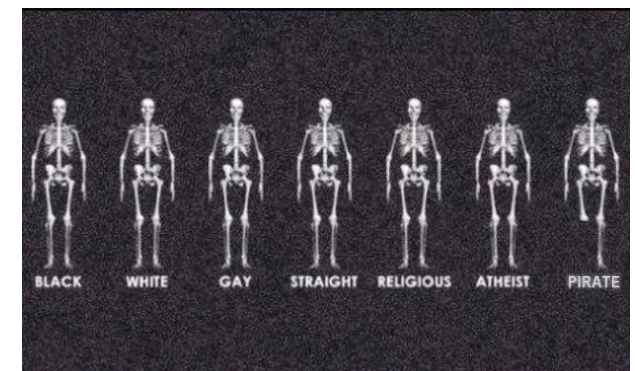
Year 6 – Positive Relationships



Year 6

Families and friendships Attraction to others; romantic relationships; civil partnership and marriage

- what it means to be attracted to someone and different kinds of loving relationships
- that people who love each other can be of any gender, ethnicity or faith
- the difference between gender identity and sexual orientation and everyone's right to be loved
- about the qualities of healthy relationships that help individuals flourish
- ways in which couples show their love and commitment to one another, including those who are not married or who live apart
- what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults
- that people have the right to choose whom they marry or whether to get married
- that to force anyone into marriage is illegal
- how and where to report forced marriage or ask for help if they are worried



Keeping Safe



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

Year 6

Safe relationships Recognising and managing pressure; consent in different situations

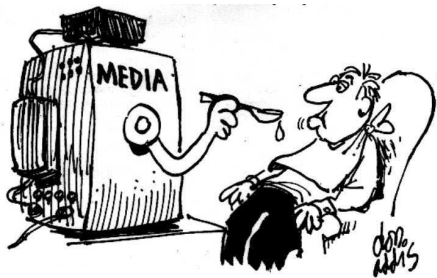
- to compare the features of a healthy and unhealthy friendship
- about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong
- strategies to respond to pressure from friends including online
- how to assess the risk of different online 'challenges' and 'dares'
- how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable
- how to get advice and report concerns about personal safety, including online
- what consent means and how to seek and give/not give permission in different situations



Mental Wellbeing



EYFS	Personal, Social and Emotional Development - Managing Feelings and Behaviour
Year 1	Mental wellbeing; recognising different feelings
Year 2	Managing feelings and asking for help
Year 3	What affects feelings; expressing feelings
Year 4	Maintaining a balanced lifestyle to support mental wellbeing
Year 5	What affects mental health and ways to take care of it;
Year 6	Managing change, loss and bereavement; managing time online



Year 6 – Mental Wellbeing



Year 6

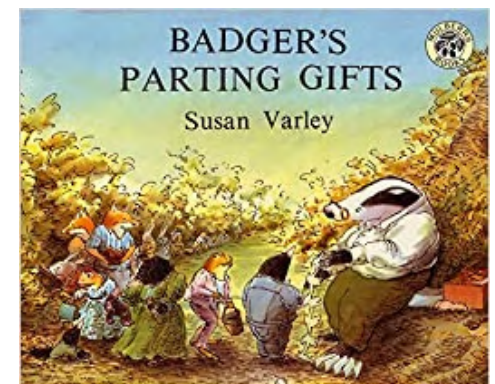
Mental wellbeing What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online

- about the changes that may occur in life including death, and how these can cause conflicting feelings
- that changes can mean people experience feelings of loss or grief
- about the process of grieving and how grief can be expressed
- about strategies that can help someone cope with the feelings associated with change or loss
- to identify how to ask for help and support with loss, grief or other aspects of change
- how balancing time online with other activities helps to maintain their health and wellbeing
- strategies to manage time spent online and foster positive habits e.g. switching phone off at night
- what to do and whom to tell if they are frightened or worried about something they have seen online



A few weeks ago Sasha's mum explained there were going to be some changes coming...

Sasha's family moved house to a completely new area. Sasha had to leave the local street-dance club and start a new school as well. Sasha feels terribly lonely and doesn't know anyone in the new area – everyone seems to have their friendship groups already and Sasha's mum is always busy. Sasha is spending more and more time alone and feels like things will never change.



Media Literacy and Digital Resilience – linked with computing



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

Some useful websites:

www.nspcc.org.uk/keeping-children-safe/online-safety

www.thinkuknow.co.uk

[Staying safe online | Childline](#)



Year 6 - Media Literacy and Digital Resilience - linked with computing



Year 6

Media literacy and Digital resilience Evaluating media sources; sharing things online Keeping safe Keeping personal information safe; regulations and choices;

“SOCIAL MEDIA IS AN INSPIRATION, IT IS AN IDEAS COMMUNITY BUT IT IS NOT REALITY.”

Elle Mills

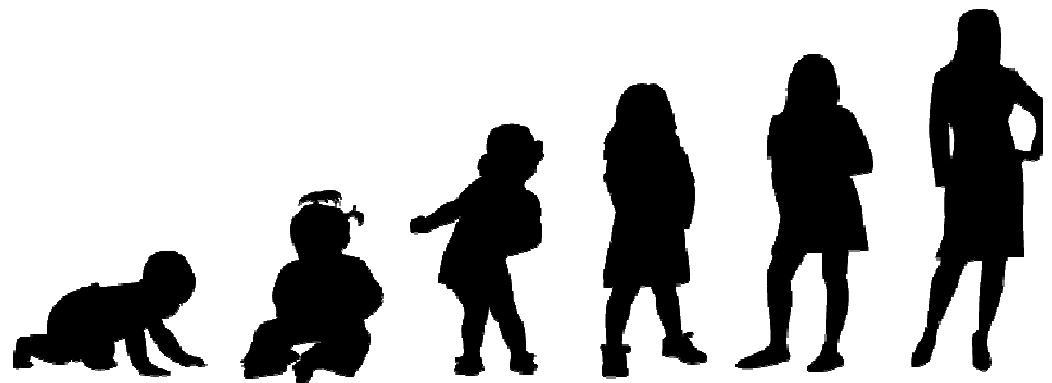
- about the benefits of safe internet use e.g. learning, connecting and communicating - how to protect personal information
- strategies for dealing with requests for personal information or images of themselves
- how and why images online might be manipulated, altered, or faked - to identify potential risks of personal information being misused
- how to recognise when images might have been altered
- why people choose to communicate through social media and some of the risks and challenges of doing so
- about the different age rating systems for social media, T.V, films, games and online gaming
 - why age restrictions are important and how they help people make safe decisions about what to watch, use or play
 - the reasons why some media and online content is not appropriate for children
 - how online content can be designed to manipulate people's emotions and encourage them to read or share things
 - about sharing things online, including rules and laws relating to this
 - to identify types of images that are appropriate to share with others and those which might not be appropriate
 - what to do if they take, share or come across an image which may upset, hurt or embarrass them or others
 - that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be
 - how to report inappropriate online content or contact or misuse of personal information or sharing of upsetting content/ images online

Inappropriate or explicit content | NSPCC

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 6 – Ourselves



Year 6

Growing and changing Human reproduction and birth; increasing independence; managing transitions

to recognise some of the changes as they grow up e.g. increasing independence

- about what being more independent might be like, including how it may feel
- about the transition to secondary school and how this may affect their feelings
- about how relationships may change as they grow up or move to secondary school

practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school

- identify the links between love, committed relationships and conception
- what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults
- how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb
- that pregnancy can be prevented with contraception
- about the responsibilities of being a parent or carer and how having a baby changes someone's life



Year 6 – Ourselves resources

Puberty prompt statements

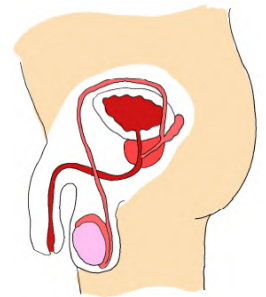
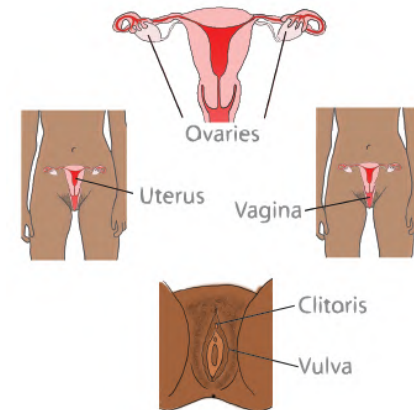
Important to know now / important in the future / might never be important

- How to talk to their parents about puberty
- How often to wash their hair
- When someone in their class grows pubic hair
- How to use a sanitary towel
- How to use tampons or different types of sanitary products
- How to manage a wet-dream
- What type of bra to buy
- Who to ask questions about puberty
- Which books and websites have good information about puberty
- How to shave
- Which products would help with spots
- The best type of deodorant
- How to help a friend who feels embarrassed about puberty

Ground Rules

- G** Giggling is okay!
- R** Respect what others say; no put-downs.
- O** Okay to pass on a question or activity if something feels too private.
- U** Understand others' feelings, be sensitive, listen and respect their differences.
- N** No personal questions or stories from pupils or teachers.
- D** Discuss puberty topics responsibly outside the classroom.
- R** Remember to ask questions if you are unsure about anything.
- U** Use the correct names for body parts - ask if you can't remember.
- L** Let the teacher know if you want to speak to them privately.
- E** Encourage others to participate and get involved.
- S** Speak for yourself; use 'I' statements and don't refer to others by name or by pointing.

twinkl www.twinkl.co.uk

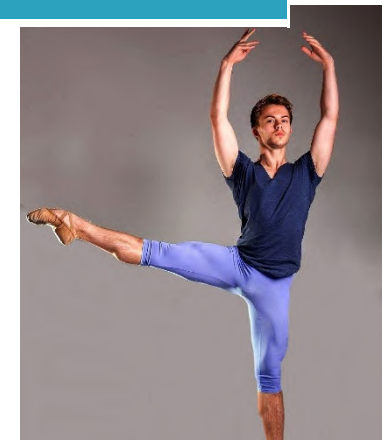


Aspirations



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

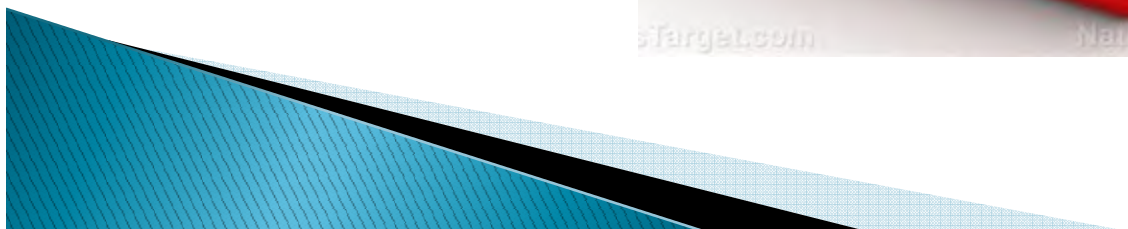
- Year 6** **Work - what influences career choices; workplace stereotypes**
- about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values
 - the importance of diversity and inclusion to promote people's career opportunities
 - about stereotyping in the workplace, its impact and how to challenge it
 - that there is a variety of routes into work e.g. college, apprenticeships, university, training



Being Healthy



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 6 – Being Healthy



Year 6 Vaccinations, immunisations and allergies

- how medicines can contribute to health and how allergies can be managed
- that some diseases can be prevented by vaccinations and immunisations
- that bacteria and viruses can affect health
- how they can prevent the spread of bacteria and viruses with everyday hygiene routines
- to recognise the shared responsibility of keeping a clean environment

Keeping Safe – drug use and the law; drug use and the media

- about the risks and effects of different drugs
- about the laws relating to drugs common to everyday life and illegal drugs
- to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs
- about the organisations where people can get help and support concerning drug use
- how to ask for help if they have concerns about drug use
- about mixed messages in the media relating to drug use and how they might influence opinions and decisions

Recap from Y5

- how to deal with common injuries using basic first aid techniques
- how to respond in an emergency, including when and how to contact different emergency services

First Aid for someone who is choking

	COUGH IT OUT Encourage them to cough. If this doesn't clear the obstruction, support their upper body with one hand and help them lean forward
	SLAP IT OUT Give up to five sharp back blows between their shoulder blades with the heel of your hand

Volatile Substance Abuse Factsheet



Most homes contain over 50 products that are volatile substances.

This includes gas lighter refills, aerosols containing hairspray, deodorants and air fresheners, tins or tubes of glue, some paints, thinners and correcting fluids, cleaning fluids, surgical spirit, dry-cleaning fluids and petroleum products.

The effects

- People say it's like being drunk. You might feel dizzy and have the giggles. It can be difficult to think straight.
- The effects last for a short time so users tend to keep repeating the dose to keep the feeling going.
- Some people feel like they have a hangover after use. It can cause bad headaches and make you feel very tired.
- Some substances can leave a red rash around the mouth.
- Some substances make you hallucinate. This can last for up to 45 minutes.

Dear Problem Page,

Me and a friend drank some of my dad's alcohol at the weekend. The problem is my friend wants us to do it again! How can I avoid this? P, age 11

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

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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we are all determined to succeed.

We all try our best

Everyone shows respect

Altogether - we are equal

Learning together

Listening to each other

Being kind and understanding

Enjoying friendship

Leading the way

Open to new ideas

No matter what happens, we don't give up

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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