

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.

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

Go 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.



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



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. Parents are informed prior to the lessons and 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



Year 5 – Respect

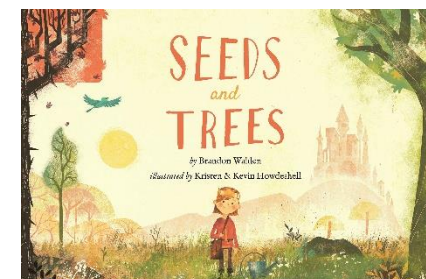
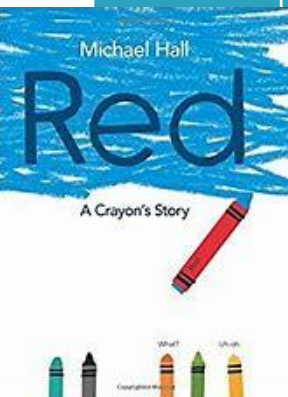
Year 5

Respecting ourselves and others Responding respectfully to a wide range of people; recognising prejudice and discrimination

- to recognise that everyone should be treated equally
 - why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
 - what discrimination means and different types of discrimination e.g. racism, sexism, homophobia
- the impact of discrimination on individuals, groups and wider society
- ways to safely challenge discrimination
- how to report discrimination online

Belonging to a community Protecting the environment; compassion towards others

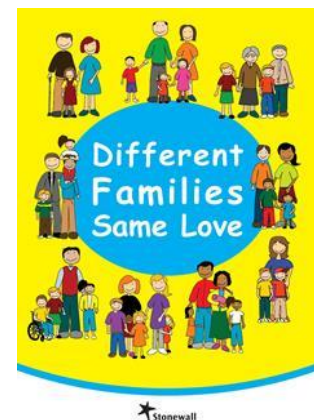
- about how resources are allocated and the effect this has on individuals, communities and the environment
- the importance of protecting the environment and how everyday actions can either support or damage it
- how to show compassion for the environment, animals and other living things
- to express their own opinions about their responsibility towards the environment



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 5 – Positive Relationships



Year 5

Families and friendships Managing friendships and peer influence

- what makes a healthy friendship and how they make people feel included
- strategies to help someone feel included
- about peer influence and how it can make people feel or behave
- the impact of the need for peer approval in different situations, including online
- strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication
- that it is common for friendships to experience challenges
- strategies to positively resolve disputes and reconcile differences in friendships
- that friendships can change over time and the benefits of having new and different types of friends
- how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable
- when and how to seek support in relation to friendships



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 5 Safe relationships Physical contact and feeling safe

- to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations
- how to ask for, give and not give permission for physical contact
- how it feels in a person's mind and body when they are uncomfortable
- that it is never someone's fault if they have experienced unacceptable contact
- how to respond to unwanted or unacceptable physical contact
- that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about
- whom to tell if they are concerned about unwanted physical contact
- that female genital mutilation (FGM) is against British law and what to do and whom to tell if they think they or someone they know might be at risk.



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

IT'S
OKAY

- * TO MAKE MISTAKES
- * TO HAVE BAD DAYS
- * TO BE LESS THAN PERFECT
- * TO DO WHAT'S BEST FOR YOU
- * TO BE YOURSELF.

Year 5 - Mental Wellbeing

Year 5

Mental wellbeing

- that mental health is just as important as physical health and that both need looking after
 - to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support
 - how negative experiences such as being bullied or feeling lonely can affect mental wellbeing
 - positive strategies for managing feelings
 - that there are situations when someone may experience mixed or conflicting feelings
 - how feelings can often be helpful, whilst recognising that they sometimes need to be overcome
- to recognise that if someone experiences feelings that are not so good (most or all of the time) - help and support is available
 - identify where they and others can ask for help and support with mental wellbeing in and outside school
 - the importance of asking for support from a trusted adult



Media Literacy and Digital Resilience – linked with computing



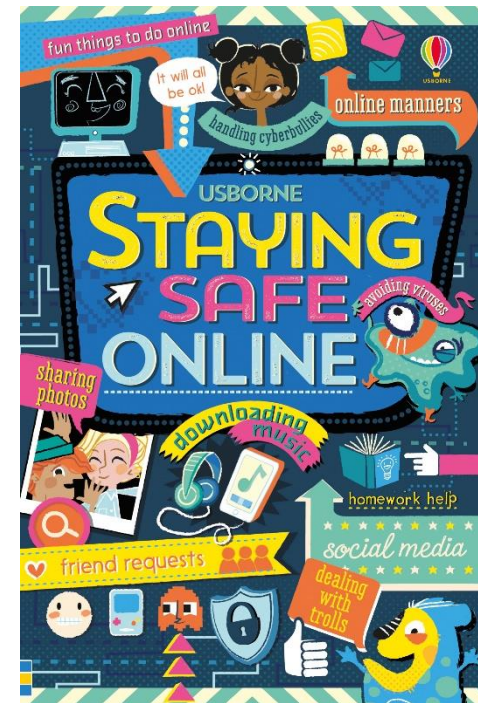
EYFS	Understanding the World - Technology
Year 1	Using the internet and digital devices; communicating online
Year 2	The internet in everyday life; online content and information
Year 3	How the internet is used; assessing information online
Year 4	How data is shared and used
Year 5	How information online 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 5 - Literacy and Digital Resilience

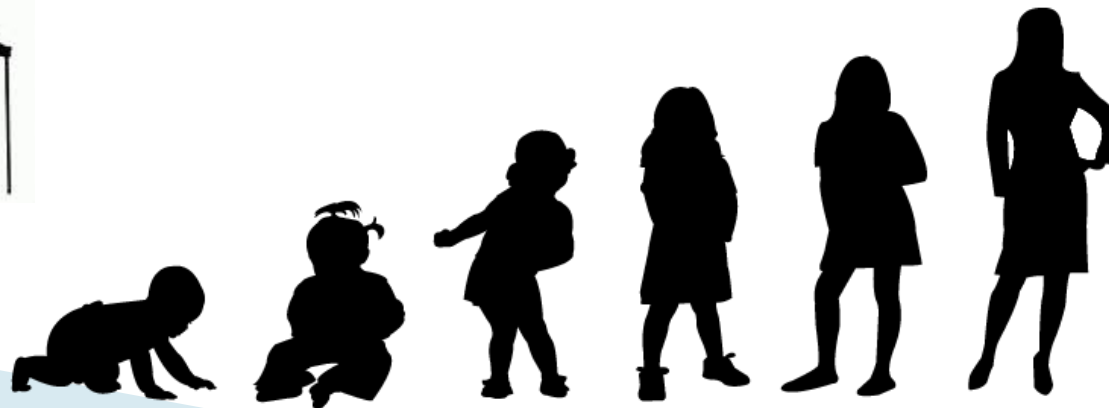
- Year 5 Media literacy and Digital resilience How information online is targeted; different media types, their role and impact
- to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise
 - basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased
 - that some media and online content promote stereotypes
 - how to assess which search results are more reliable than others
 - to recognise unsafe or suspicious content online
 - how devices store and share information
 - safe use of devices when out and about



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

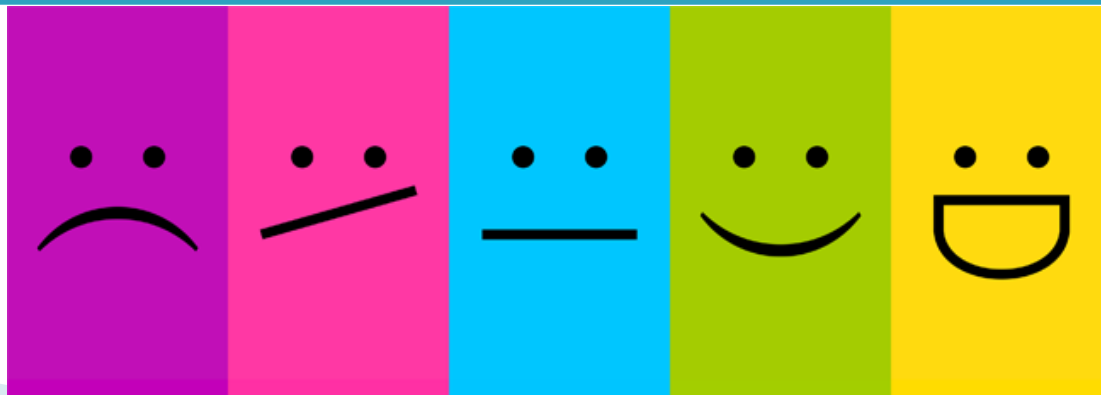


Year 5 - Ourselves

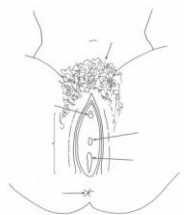
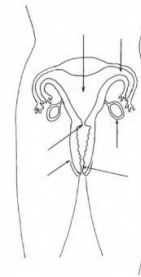
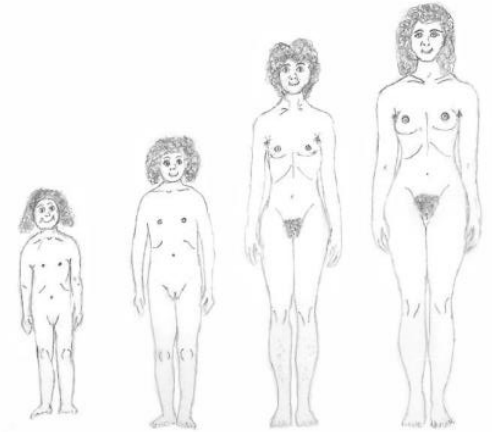
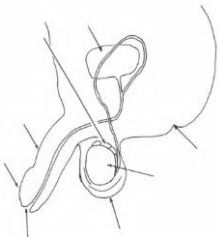
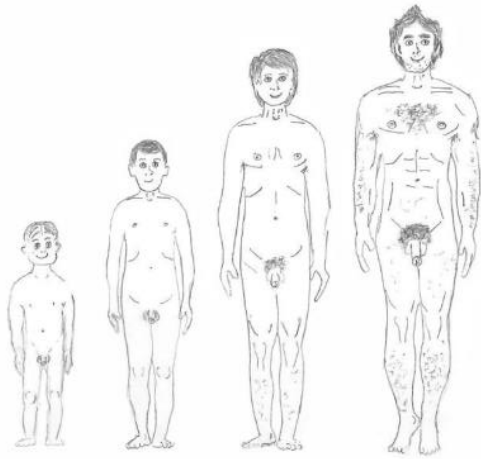
Year 5

Growing and changing Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty

- how to identify external genitalia and reproductive organs
- about the physical and emotional changes during puberty
- key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams
- strategies to manage the changes during puberty including menstruation
- 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



Year 5 - Ourselves resources



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 5	Work -Identifying job interests and aspirations <ul style="list-style-type: none"> •to identify jobs that they might like to do in the future <ul style="list-style-type: none"> • about the role ambition can play in achieving a future career • how or why someone might choose a certain career • to recognise that there are human rights, and they are there to protect everyone •about the relationships between rights and responsibilities



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 5 – Being Healthy and Keeping safe

Year 5

Healthy sleep habits; sun safety; medicines,

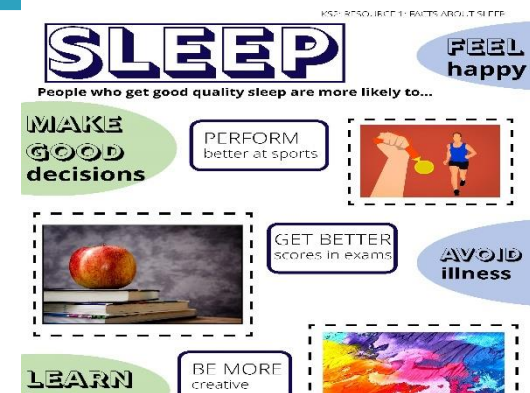
- how sleep contributes to a healthy lifestyle
- healthy sleep strategies and how to maintain them
- about the benefits of being outdoors and in the sun for physical and mental health
- how to manage risk in relation to sun exposure, including skin damage and heat stroke

Keeping safe, Keeping safe in different situations, including responding in emergencies and first aid

- to identify when situations are becoming risky, unsafe or an emergency
- to identify occasions where they can help take responsibility for their own safety
- to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour
- 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



The Sleep Factor – PSHE Association



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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Thank you



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

Bob Beauprez