



**Relationship, Sex and Health
Education (RSHE) – Parent
Consultation
Autumn 2020**

Welcome

- Introductions
- Expectations of meeting

Objectives

- To explain the requirement of the Relationship, Sex and Health Education.
- To reassure parents that their views are important and needed in the formulation of the policy for this subject.
- To share RSHE resources and unit plans we will be using at Park.
- To clarify some of the misinformation regarding the RSHE curriculum.

Statutory requirements

- Relationships Education and Health Education is mandatory from September 2020 for all primary schools in England. The new regulations passed in April 2019.
- Sex Education is not compulsory until Secondary school. At Park we teach this in Year 6 during the Summer term. A meeting is held with parents to share the lesson plans and resources that will be used to teach Sex Education. It is taught by trained staff and in gender groups. Permission is given by parents before lessons are taught.

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)

All Schools must have a 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

Why is RSHE 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.

R(S)HE 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 wellbeing, aspirations, career

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

Statutory Relationships Education

What Pupils will learn?

Accept and respect diversity among others and foster a positive approach to differences.

Characteristics of healthy family life and that other people's families sometimes look different from theirs. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures).

What makes a healthy relationship, and how to build strong, respectful relationships with others in their life, e.g. family, friends, colleagues

Recognise if relationships are making them feel unhappy and unsafe, and how to seek help if needed.

Rules and principles for keeping safe online.

Why teach it?

In such an ever-changing world where young people are exposed to so much online, they need to be taught **how to be safe and healthy**, and how to manage their academic, personal and social lives **in a positive way**.

Statutory Health Education

What Pupils will learn?

- Characteristics of good physical health and mental wellbeing.
- How to make good decisions about their own health and wellbeing.
- To recognise issues in themselves and others, and to seek support as early as possible when issues arise.
- Changing adolescent body (Taught in Year 5)
- Digital detox and the risks of excessive use of electronic devices.
- How to stay safe online and equipped to manage common difficulties encountered online.

Why teach it?

A firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.



How will RSHE be taught at Park?

We will be teaching RSHE which will be embedded within our PSHE curriculum using a comprehensive scheme of work called Jigsaw. Relationship education will be taught in Spring term whilst Changing Me will be taught in Summer term. Elements of sex education will only be taught in year 6, whilst puberty will be taught in year 5.

Year Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Changing Me	Relationships
EYFS	Self-identity Understanding feelings Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting My body Growing up Growth and change Fun and fears Celebrations
Year 1	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming Obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Year 2	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Year 3	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition



Year Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 4	<ul style="list-style-type: none"> Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour 	<ul style="list-style-type: none"> Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions 	<ul style="list-style-type: none"> Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes 	<ul style="list-style-type: none"> Healthier friendships Assertiveness Peer pressure Celebrating inner strength 	<ul style="list-style-type: none"> Jealousy Love and loss Memories of loved ones Getting on and Falling Out Showing appreciation to people and animals 	<ul style="list-style-type: none"> Being unique Confidence in change Accepting change Preparing for transition Environmental change
Year 5	<ul style="list-style-type: none"> Planning the forthcoming year Being a citizen Rights and responsibilities 	<ul style="list-style-type: none"> Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures 	<ul style="list-style-type: none"> Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation 	<ul style="list-style-type: none"> Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour 	<ul style="list-style-type: none"> Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Reducing screen time SMARRT internet safety rules 	<ul style="list-style-type: none"> Self- and body image Influence of online and media on body image Growing responsibility Coping with change Preparing for transition Changes in Puberty
Year 6	<ul style="list-style-type: none"> Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling 	<ul style="list-style-type: none"> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy 	<ul style="list-style-type: none"> Personal learning goals, in and out of school Success criteria Emotions in success Inclusion/exclusion in the world Motivation Recognising achievements Compliments 	<ul style="list-style-type: none"> Taking personal responsibility Emotional and mental health Managing stress 	<ul style="list-style-type: none"> Identifying mental health worries and sources of support Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use 	<ul style="list-style-type: none"> Self-image Body image Puberty and feelings Respect Transition Elements of Sex Education - Conception to birth

Reception

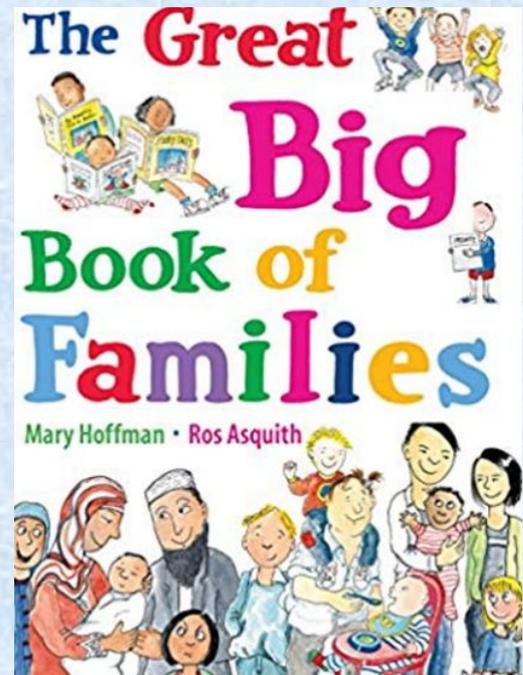
Examples of resources - teaching **Relationship Education**

Part of PSE development:

Focus on making friendships, positive relationships and play with others.

Focus on self confidence and speaking with others.

Looking at variety of families understanding that everyone is different.



Examples of resources - teaching **Changing Me**

Physical part of PSE development:

Health and self care:

- Toilet
- dressing
- when they are hungry and tired and how this can affect our mood.

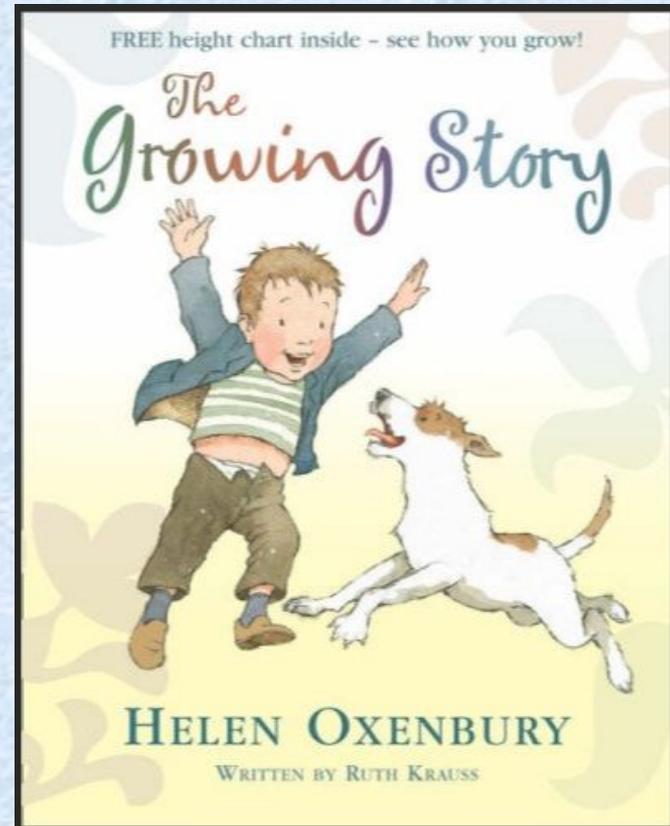
Safety: scissors and forest school

Growth - spring term

- linked to how we change.

Growing Story - Book.

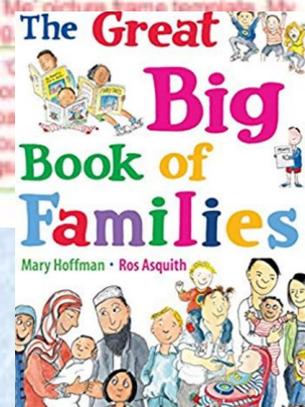
This helps to understand that we grow and change and so do others.



Year 1

Examples of resources - teaching **Relationship Education**

Weekly Celebration	Pieces	Primary learning intention	Social and emotional development learning intention	Resources
Know how to make friends	1. Families	I can identify the members of my family and understand that there are lots of different types of families	I know how it feels to belong to a family and care about the people who are important to me	Family game cards, Jigsaw Chime, 'Calm Me' script, 'Welcome to Planet Zarg' PowerPoint, Jigsaw Journals, My Jigsaw Learning, My Jigsaw Learning PowerPoint slide, Jigsaw Jack, Jigsaw Jemie Cat.
Try to solve friendship problems when they occur	2. Making Friends	I can identify what being a good friend means to me	I know how to make a new friend	Music and blanket for hedgehogs game OR children's names put into a hat, Jigsaw Chime, 'Calm Me' script, Jigsaw Song, 'RELATIONSHIPS', PowerPoint slide of lonely child, Jigsaw Jack, Sets of 'A Good Friend Should...' cards, one set for each group, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jemie Cat.
Help others to feel part of a group	3. Greetings	I know appropriate ways of physical contact to greet my friends and know which ways I prefer	I can recognise which forms of physical contact are acceptable and unacceptable to me	Jigsaw Chime, 'Calm Me' script, Holding Hands images, 'Feely bags' containing a variety of textures: e.g. fur, velvet, sandpaper, pebble, Playdoh, water snake toy, stress ball and any other suitable objects, Jigsaw Jack, Jigsaw Journal, My Jigsaw Learning, Jigsaw Jemie Cat.
Show respect in how they treat others	4. People Who Help Us	I know who can help me in my school community	I know when I need help and know how to ask for it	Jigsaw Jack, Jigsaw Chime, 'Calm Me' script, People cards, Scenario cards, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jemie Cat.
Know how to help themselves and others when they feel upset or hurt	5. Being My Own Best Friend	I can recognise my qualities as person and a friend	I know ways to praise myself	Bottle weighted with water or sand or children's names in a hat, Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, PowerPoint of incredible children, 'The Incredible Me' ninjabots game, Jigsaw Learning.
Know and show what makes a good relationship	6. Celebrating My Special Relationships Puzzle Outcome: Balloons Assessment Opportunity ★	I can tell you why I appreciate someone who is special to me	I can express how I feel about them	Jigsaw Chime, Y Balloons, Balloons, Jigsaw Jack's balloon label, Jigsaw Jemie Cat Certificates, Jigsaw Learning.

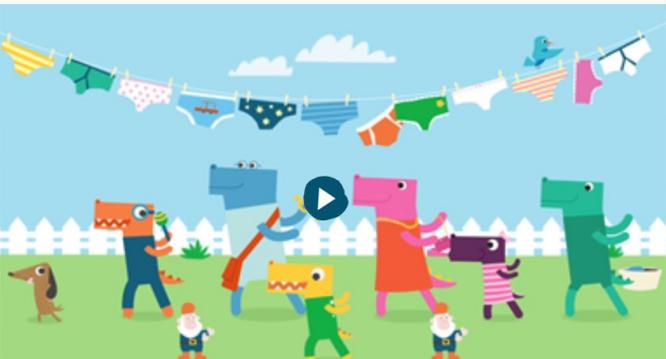


We begin by talking about different families and types of families. Children draw comparisons between an alien planet and ours. We look at family variety.

Examples of resources - teaching **Changing Me**

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Understand that everyone is unique and special	1. Life cycles	I am starting to understand the life cycles of animals and humans	I understand that changes happen as we grow and that this is OK	Jigsaw Jack, Find your pair cards, Jigsaw Chime, 'Calm Me' script, Jigsaw Song: A New Day, Teacher's photos, series of photos from baby to adult, YouTube clip of frog's lifecycle (teacher to source), Life cycle cards, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Can express how they feel when change happens	2. Changing Me	I can tell you some things about me that have changed and some things about me that have stayed the same	I know that changes are OK and that sometimes they will happen whether I want them to or not	Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Life cycle cards, Paper for concertina booklets, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Understand and respect the changes that they see in themselves	3. My Changing Body	I can tell you how my body has changed since I was a baby	I understand that growing up is natural and that everybody grows at different rates	Jigsaw Chime, 'Calm Me' script, Jigsaw Song: 'A New Day', Jigsaw Jack, Baby photo of the teacher, Baby photos brought in by the children in a box, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Understand and respect the changes that they see in other people	4. Boys' and Girls' Bodies	I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus	I respect my body and understand which parts are private	Jigsaw Jack, Jigsaw Chime, 'Calm Me' script, Male/female animal PowerPoint, PE hoops or flipchart paper, Body parts cards, PowerPoint of body parts, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Know who to ask for help if they are worried about change	5. Learning and Growing Puzzle Outcome: Piece 5 Flowers	I understand that every time I learn something new I change a little bit	I enjoy learning new things	Jigsaw Song: 'A New Day', Jigsaw Jack, Jigsaw Chime, 'Calm Me' script, Picture cards, Flower shape and petals for flipchart, Flower templates, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Are looking forward to change	6. Coping with Changes Assessment Opportunity ★	I can tell you about changes that have happened in my life	I know some ways to cope with changes	Jigsaw Chime, 'Calm Me' script, Story and PowerPoint: 'All change for Jack', Jigsaw Jack, Bag of items for Changes Game e.g. baby item, a piece of school uniform, holiday item, name of next teacher etc., Jigsaw Journals, My Jigsaw Learning, Certificates, Jigsaw Jerrie Cat.

Sing along with Pantosaurus!



We feel it is an important aspect of safeguarding children that they are aware of the names of our body parts. We use extra materials such as NSPCC Pants - the idea being the parts in our underwear are private. The correct terminology for body parts is important we will never use words with a related to sex - words such as penis and vulva (external body part).

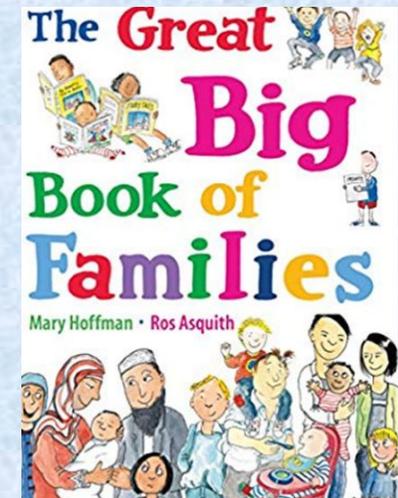
Year 2

Examples of resources - teaching **Relationship Education**

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention
Know how to make friends	1.Families	I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate	I accept that everyone's family is different and understand that most people value their family
Try to solve friendship problems when they occur	2. Keeping Safe - exploring physical contact	I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not	I know which types of physical contact I like and don't like and can talk about this
Help others to feel part of a group	3. Friends and Conflict	I can identify some of the things that cause conflict with my friends	I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends
Show respect in how they treat others	4. Secrets	I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret	I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this
Know how to help themselves and others when they feel upset or hurt	5. Trust and Appreciation	I recognise and appreciate people who can help me in my family, my school and my community	I understand how it feels to trust someone
Know and show what makes a good relationship	6. Celebrating My Special Relationships Puzzle Outcome: Relationship Flag/Bunting	I can express my appreciation for the people in my special relationships	I am comfortable accepting appreciation from others



Wide variety of resources with aim to speak about a variety of families rather than the aim of talking about only one type of family.



Examples of resources - teaching **Changing Me**

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention
Understand that everyone is unique and special	1. Life Cycles in Nature	I can recognise cycles of life in nature	I understand there are some changes that are outside my control and can recognise how I feel about this.
Can express how they feel when change happens	2. Growing from Young to Old	I can tell you about the natural process of growing from young to old and understand that this is not in my control	I can identify people I respect who are older than me
Understand and respect the changes that they see in themselves	3. The Changing Me	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old	I feel proud about becoming more independent
Understand and respect the changes that they see in other people	4. Boys' and Girls' Bodies	I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private	I can tell you what I like/don't like about being a boy/girl
Know who to ask for help if they are worried about change	5. Assertiveness	I understand there are different types of touch and can tell you which ones I like and don't like	I am confident to say what I like and don't like and can ask for help
		I can identify what I am looking forward to when I move to my next class	I can start to think about changes I will make when I am in Year 3 and know how to go about this.

Sing along with Pantosaurus!



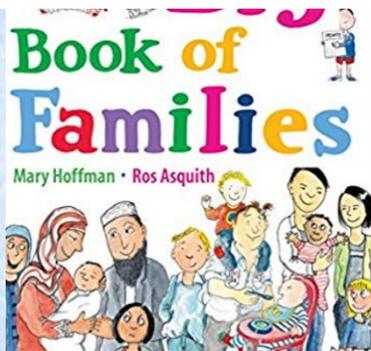
We feel it is an important aspect of safeguarding children that they are aware of the names of our body parts. We use extra materials such as NSPCC Pants - the idea being the parts in our underwear are private. The correct terminology for body parts is important we will never use words with a related to sex - words such as penis and vulva (external body part).

Year 3

Examples of resources - teaching Relationship Education

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Know how to make friends	1. Family Roles and Responsibilities	I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females	I can describe how taking some responsibility in my family makes me feel	Jigsaw Chime, 'Calm Me' script, Male/female Jobs PowerPoint, Jigsaw Jino, Male/female/both cards, Sets of the 'Whose Responsibility?' cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Try to solve friendship problems when they occur	2. Friendship	I can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener	I know how to negotiate in conflict situations to try to find a win-win solution	Jigsaw Song: 'RELATIONSHIPS', Jigsaw Chime, Jigsaw Jino, 'Calm Me' script, 'Donkey' PowerPoint, Solve it together technique, Mending friendships resource sheet, Friendship conflict scenarios, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Help others to feel part of a group	3. Keeping Myself Safe Online	I know and can use some strategies for keeping myself safe online	I know who to ask for help if I am worried or concerned about anything online	Jigsaw Jino, Jigsaw Chime, PowerPoint slide of 'Gaming App', 'Top Tips' cards, 'Calm me' script, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Show respect in how they treat others	4. Being a Global Citizen 1	I can explain how some of the actions and work of people around the world help and influence my life	I can show an awareness of how this could affect my choices	Jigsaw Chime, 'Calm Me' script, Jigsaw Jino, World map or globe, Bag of items including fair trade chocolate, a T-shirt made in a different country, rice, sugar, PowerPoint: Work in Other Countries Jigsaw, sweetcom, Mobile phone, Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know how to help themselves and others when they feel upset or hurt	5. Being a Global Citizen 2	I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.	I can empathise with children whose lives are different to mine and appreciate what I may learn from them	Jigsaw Chime, 'Calm Me' script, Power Point-Children around the world and handouts, A set of the 'Wants and Needs' cards cut up, Paper and pens to create posters, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat, Jigsaw Jino.
Know and show what makes a good relationship	6. Celebrating My Web of Relationships Puzzle Outcome: Appreciation Streamers	I know how to express my appreciation to my friends and family	I enjoy being part of a family and friendship groups	Jigsaw Jino, Jigsaw Chime, 'Calm Me' script, Jigsaw song: 'RELATIONSHIPS', Appreciation streamer description sheet, Materials for streamers: strips of coloured paper, pens, wooden batons, tape to secure streamers, Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jerrie Cat.

Wide variety of resources with aim to speak about a variety of families rather than the aim of talking about only one type of family.



A large focus on friendships and being a citizen in society. Also a focus with online safety.

Examples of resources - teaching **Changing Me**

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention
Understand that everyone is unique and special	1. Life Cycles in Nature	I can recognise cycles of life in nature	I understand there are some changes that are outside my control and can recognise how I feel about this.
Can express how they feel when change happens	2. Growing from Young to Old	I can tell you about the natural process of growing from young to old and understand that this is not in my control	I can identify people I respect who are older than me
Understand and respect the changes that they see in themselves	3. The Changing Me	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old	I feel proud about becoming more independent
Understand and respect the changes that they see in other people	4. Boys' and Girls' Bodies	I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private	I can tell you what I like/don't like about being a boy/girl

This is very similar to the year 2 curriculum. But we begin to look at the changes to our bodies (not puberty specifically)

Know who to ask for help if they are worried about change	5. Family Stereotypes	I can start to recognise stereotypical ideas I might have about parenting and family roles	I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes
Are looking forward to change	6. Looking Ahead Assessment Opportunity ★	Identify what I am looking forward to when I move to my next class	start to think about changes I will make next year and know how to go about this

We feel it is an important aspect of safeguarding children that they are aware of the names of our body parts. We use extra materials such as NSPCC Pants - the idea being the parts in our underwear are private. The correct terminology for body parts is important we will never use words with a related to sex - words such as penis and vulva (external body part).

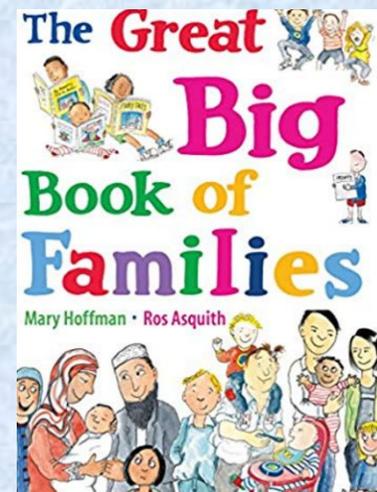


Year 4

Examples of resources - teaching Relationship Education

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention
Know how to make friends	1. Recognising Me	I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities	I know how to keep building my own self-esteem
Try to solve friendship problems when they occur	2. Safety with Online Communities	I understand that belonging to an online community can have positive and negative consequences	I can recognise when an online community feels unsafe or uncomfortable
Help others to feel part of a group	3. Being in an Online Community	I understand there are rights and responsibilities in an online community or social network	I can recognise when an online community is helpful or unhelpful to me
Show respect in how they treat others	4. Online Gaming	I know there are rights and responsibilities when playing a game online	I can recognise when an online game is becoming unhelpful or unsafe
Know how to help themselves and others when they feel upset or hurt	5. My Relationship with Technology: screen time	I can recognise when I am spending too much time using devices (screen time)	I can identify things I can do to reduce screen time, so my health isn't affected
Know and show what makes a good relationship	6. Relationships and Technology Assessment Opportunity ★	I can explain how to stay safe when using technology to communicate with my friends	I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others

A lot of work is done with online safety in year 4 and a focus around friendships and what makes a good friend; the differences between online friends and real friends. Family is spoken about but is embedded in the curriculum so that children become aware of different families.



Examples of resources - teaching **Changing Me**



We look at how change affects us. Could be family change or world change.

We look at physical changes to our bodies for 1 lesson and begin to discuss puberty as a change. The basics of the menstrual cycle.

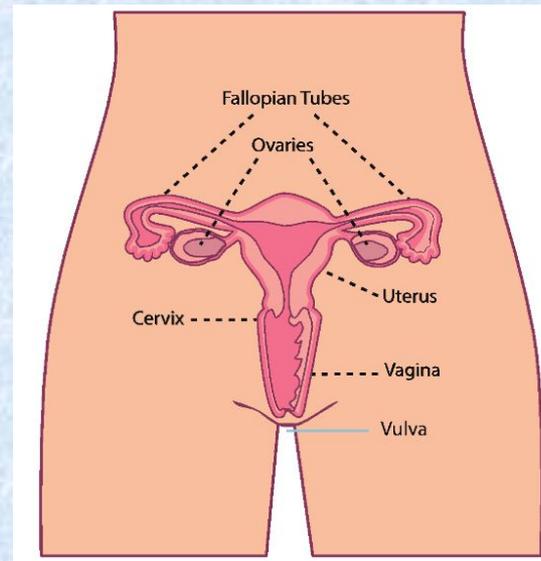


Changes

Is change good?

Do we always have control?

How does change influence our actions?



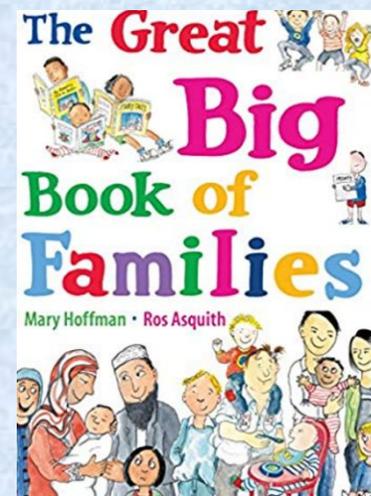
Year 5

Examples of resources - teaching Relationship Education

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention
Know how to make friends	1. Recognising Me	I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities	I know how to keep building my own self-esteem
Try to solve friendship problems when they occur	2. Safety with Online Communities	I understand that belonging to an online community can have positive and negative consequences	I can recognise when an online community feels unsafe or uncomfortable
Help others to feel part of a group	3. Being in an Online Community	I understand there are rights and responsibilities in an online community or social network	I can recognise when an online community is helpful or unhelpful to me
Show respect in how they treat others	4. Online Gaming	I know there are rights and responsibilities when playing a game online	I can recognise when an online game is becoming unhelpful or unsafe
Know how to help themselves and others when they feel upset or hurt	5. My Relationship with Technology: screen time	I can recognise when I am spending too much time using devices (screen time)	I can identify things I can do to reduce screen time, so my health isn't affected
Know and show what makes a good relationship	6. Relationships and Technology Assessment Opportunity ★	I can explain how to stay safe when using technology to communicate with my friends	I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others

A lot of work is done with online safety in year 5 (building on year 4) and a focus around friendships and what makes a good friend; the differences between online friends and real friends.

Family is spoken about but is embedded in the curriculum so that children become aware of different families.



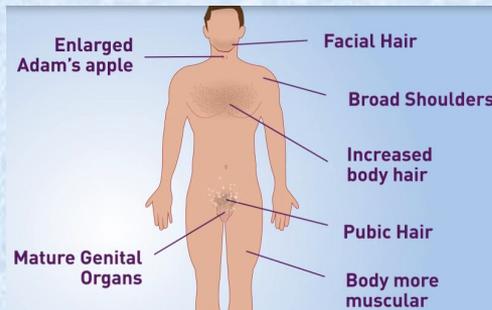
Examples of resources - teaching **Changing Me**

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention
Understand that everyone is unique and special	1. Self and Body Image	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem
Can express how they feel when change happens	2. Puberty for Girls	I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally	I understand that puberty is a natural process that happens to everybody and that it will be ok for me
Understand and respect the changes that they see in themselves	3. Puberty for boys	I can describe how boys' and girls' bodies change during puberty	I can express how I feel about the changes that will happen to me during puberty

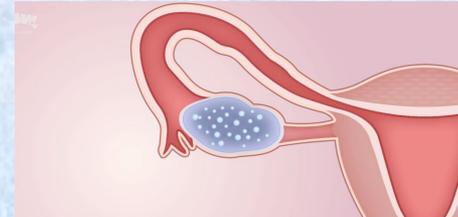
Follows on from year 4 puberty, this is revisited and we look to explain that both boys and girls go through this and this is normal.

We also look at self and body image and try to look at our worth.

Reproduction of humans is not taught in year 5 - reproduction of mammals/ animals is covered in the science curriculum.



it is flushed out when the **womb sheds its lining**



Each month **one is selected** to mature

Year 6

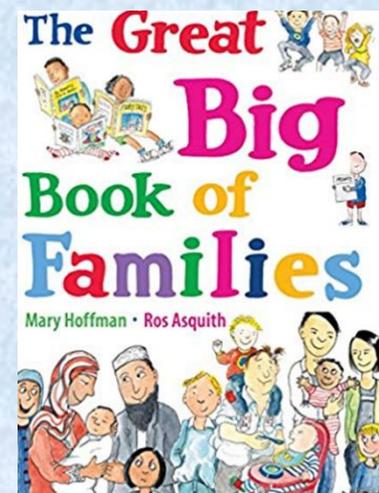
Examples of resources - teaching Relationship Education

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention
Know how to make friends	1.What is Mental Health?	I know that it is important to take care of my mental health	I understand that people can get problems with their mental health and that it is nothing to be ashamed of
Try to solve friendship problems when they occur	2.My Mental Health	I know how to take care of my mental health	I can help myself and others when worried about a mental health problem
Help others to feel part of a group	3.Love and Loss	I understand that there are different stages of grief and that there are different types of loss that cause people to grieve	I can recognise when I am feeling those emotions and have strategies to manage them
Show respect in how they treat others	4.Power and Control	I can recognise when people are trying to gain power or control	I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control
Know how to help themselves and others when they feel upset or hurt	5.Being Online: Real or Fake? Safe or Unsafe?	I can judge whether something online is safe and helpful for me	I can resist pressure to do something online that might hurt myself or others
Know and show what makes a good relationship	6.Using Technology Responsibly Puzzle Outcome: Internet Safety Presentation	I can use technology positively and safely to communicate with my friends and family	I can take responsibility for my own safety and well-being

Mental health becomes an important part of the learning in year 6. It is explained and developed comparable to physical health.

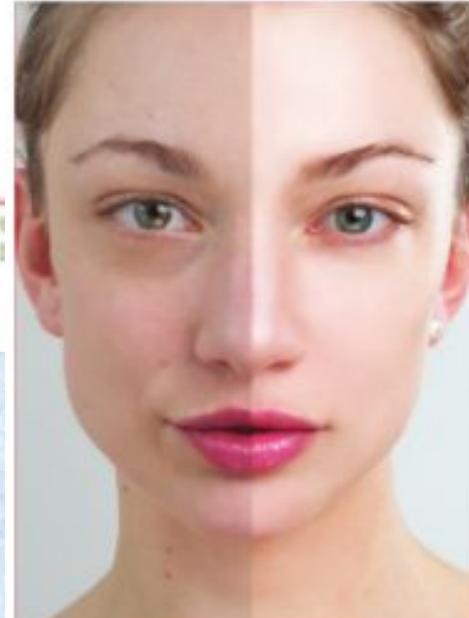
A lot of work is done with online safety in year 6 (building on year 5) and a focus around friendships and what makes a good friend; the differences between online friends and real friends.

Family is spoken about but is embedded in the curriculum so that children become aware of different families.



Examples of resources - teaching **Changing Me**

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention
Understand that everyone is unique and special	1. My Self Image	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self-esteem
Can express how they feel when change happens	2. Puberty	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally	I can express how I feel about the changes that will happen to me during puberty
Understand and respect the changes that they see in themselves	3. Babies: Conception to Birth Assessment Opportunity ★	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born	I can recognise how I feel when I think about the development and birth of a baby



Builds on puberty from year 5 and also the changes our bodies undertake.

1 lesson is taught on human reproduction. This is the lesson which parents can choose to withdraw children from.

Before we teach this lesson we invite parents in to discuss this lesson to allow you to make the right choice for your child.

The aims of **RSHE** mirrors the **three statutory aims of the National Curriculum**, to enable all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society

Myths

Myth 1. 'Schools are teaching children to have sex'

As part of RSHE in some primary schools and as part of science in all secondary schools, children and young people are taught about human reproduction, but schools are not teaching or encouraging children or young people to have sex. Schools are giving them the skills and knowledge to make intelligent healthy decisions when they do decide to have sex, in line with their own morality, beliefs and their aspirations for their future. Research has shown (Sell 2019) that school is seen as a trusted source of RSHE for young people. It is important to give them the tools which mean they have the confidence and knowledge to say *no* to sex, or yes, or *not now, maybe in the future*. For some that may not be until they are married or much later in their life.

Myth 2. 'Schools are teaching children to masturbate'

We have had a leaflet handed out at schools in Newham saying this was happening. The organisation when challenged admitted they had no evidence this was going on in Newham and have now changed their leaflet and website accordingly. However, schools may talk about wet dreams and erections as part of puberty, especially for the boys who may become aware of these changes to their bodies but in year 6.

Myths continued...

Myth 3. 'No-one considers a pupil's religious beliefs when teaching RSHE'

Schools should be mindful of all their pupils' backgrounds when teaching RSHE, whatever that may be. Newham, because of our commitment to respecting differing faith groups, as well as other backgrounds our pupils may have, has employed, as its RSHE advisor, someone who has completed an extensive research study, using the voices of young people to explore what constitutes good quality, faith- and student-sensitive RSHE. This research, carried out at UCL Institute of Education, fits well with the borough's commitment to faith-sensitive and student-sensitive RSHE and informs the borough's plans and training concerning RSHE. It is important that whilst faith is respected and also talked about in RSHE, so are other belief systems, and RSHE should be sensitive to pupils or students from all differing backgrounds.

Myth 4. 'Schools are promoting LGBT+ relationships'

Schools should not be advocating LGBT+ relationships over any other relationship. However, they will be talking about LGBT+ relationships and families in an age-appropriate way in RSHE. All people and loving families, including those who are LGBT+, have much to give society. Schools have a duty to present modern British society and educate children and young people about diversity, inclusion, and equality for all groups, including faith groups, as mentioned in the Equality Act 2010. Pupil- and student-sensitive RSHE can also be used to make sure other children and young people from minority groups not mentioned in the 2010 Act are included and valued too; children such as looked after children.

Myths continued...

Myth 5. 'Schools are sexualising children at too young an age'

Schools need to think carefully about what they teach children and young people, making sure it is age appropriate. Knowing the context of our pupils' lives, what they see and hear around them, as well as keeping them safe, are big drivers for schools.

Safeguarding children and young people is a very important element of RSHE. An example of how schools can help children express themselves clearly is the use of accepted shared language, the words 'vulva' and 'penis' as external organs do not lead to a child understanding a sexual act, but does give them an easily understood, common vocabulary should they need to explain something in everyday life or something that has happened to them that they did not like. Parents/carers are of course able to use family names for various parts of their body at home, but in schools 'proper' or scientific words will be used.

Next Steps

- ❖ Parent questions and comments will be taken into account when finalising the RSHE policy.
- ❖ Parent consultation outcome will be shared with school governors, who will make the final decision regarding RSHE policy.
- ❖ Agreed RSHE policy will be shared with staff and parents as well as made available on the school website.

Thank you

