

RSHE Parent
Zoom
Meeting
Wednesday
10th March
2021

Welcome

Ground Rules

- Respectful of each other
- We welcome comments but must be written in the chat



Aims of the session

To explain the statutory requirements of the Relationship and Health Education.

To share the Newham consultation.

To share the RSHE long term planning overview.

To clarify some of the misinformation regarding the RHE curriculum.

Why is RHE 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 to give our pupils the skills and knowledge they need to do that. RSHE teaching is an important part of equipping our pupils for life in 21st century Britain, enabling them to embrace diversity, 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.

- Relationships and health education is a statutory requirement for all primary schools in England.

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.

These subjects should be set in the context of a whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school. Schools have an important role in Preventative education with the focus of keeping children safe in education.

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+
- Councillors - 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

Inclusive Relationships, sex and health education is student-sensitive RSHE

The Equality Act 2010 and schools

Departmental advice for school leaders,
school staff, governing bodies and local
authorities



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)

Quotes taken from the Public Sector
Equality Duty (DfE 2014)

Inclusive Relationships and sex and health education is student-sensitive RSHE

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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

(DfS. 2014)



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 well being, 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.

Aims of RSHE

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

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom 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
Ages 5-6	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 Physical contact preferences 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
Ages 6-7	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
Ages 7-8	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	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	<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 Group dynamics Smoking Alcohol 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 Girlfriends and boyfriends Showing appreciation to people and animals 	<ul style="list-style-type: none"> Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	<ul style="list-style-type: none"> Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating 	<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"> Smoking, including vaping Alcohol Alcohol and anti-social behaviour 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 Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules 	<ul style="list-style-type: none"> Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	<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 Making a difference in the world Motivation Recognising achievements Compliments 	<ul style="list-style-type: none"> Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress 	<ul style="list-style-type: none"> Mental health Identifying mental health worries and sources of support Love and loss 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 Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

CHANGING ME-SOUTHERN ROAD ADAPTED

Year 6	Year 5	Year 4	Year 3	Year 2	Year 1
1. Self and Body Image 2. Puberty 3. Boyfriends and Girlfriends 4. Real self and ideal self 5. Conception* 6: Babies: Conception to Birth* 7. The Year Ahead	1. Self and Body Image 2. Puberty for Girls* 3. Puberty for boys* 4. Looking Ahead 2	1. Unique Me 2. Puberty for boys and Girls* 3. Circles of Change 4. Accepting Change 5. Looking Ahead	1. How Babies Grow 2. Family Stereotypes 3. Looking Ahead	1. Life Cycles in Nature 2. Growing from Young to Old 3. The Changing Me 4. Boys' and Girls' Bodies	1. Changing Me 2. My Changing Body 3. Learning and Growing 4. Coping with Changes *Taught in single sex groups

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*. When Newham young people do choose to have sex, good quality RSHE can help equip them with knowledge, skills and understanding that will protect them physically, and also emotionally and spiritually, helping them to make positive decisions around any sexual activity they may choose to have. For some that may not be until they are married or much later in their life.

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.

"Parents who object to same-sex relationships or who do not accept non-conformist gender identities are, of course, free to make this clear to their children - whether those views are the product of religion or not. Indeed, that is their right and it is protected under the ECHR. But the existence of LGBT+ people and same-sex parents is not a "belief". It is a fact, and it may be a fact which pupils, their friends, relatives and/or parents are living with. As such, parents' ECHR and EA rights do not give them the right to impose their views on others, much less to discriminate against or otherwise harm people because of their protected characteristics. This is of particular relevance when they seek to do so via a public body, such as a school." (Liberty 2019)

Myth 6. '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.

Myth 8. 'The school are making my child do sex education and I do not want them to'

Parents/carers have the right to withdraw their children from sex education, other than that included in the National Curriculum for Science, up until their child is three terms from their sixteenth birthday. This is separate to relationship and health education which is statutory. In primary schools the parents/carers have an absolute right and in secondary schools it is at the discretion of the head teacher, although the head must have very strong and particular reasons for denying permission. Parents/carers must write to the school to withdraw their child from sex education outside of the science curriculum and are likely to be asked to come to school for a meeting to discuss their concerns. Parents/carers are also likely to be asked to a meeting at the school to view materials before sex education is taught, especially at primary schools.

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.

Next steps

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSE. Good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum.

The following items are available on the Southern Road Website.

- RSHE draft policy
- The curriculum overview
- RSHE FAQs from Survey
- The video of this zoom call will also be available

Questions

Any questions please email to info@southernroadprimary.com (subject line RSHE).

We will follow up with every parent who has emailed a question either by telephone or a written response.

