

RSHE – our way forward



Welcome!

Today we are talking about:

Relationship,
Health and
Sex Education



Housekeeping

Please stay on mute.

If you have any questions please put them in the chat.

We want this to be an open platform for discussion and are mindful that people may have differing views and opinions.

We ask that people respond in a respectful and considered manner.

Why are we talking about RSHE?

In 2020, following several safeguarding reviews, The Department for Education determined that there needed to be a curriculum that supported children in learning making safe choices.

They recognised that schools all taught elements of of RSHE or PSHE but that there were variations from setting to setting and that what was being taught didn't always reflect the needs of the community. They also recognised that there were some elements that were never taught a

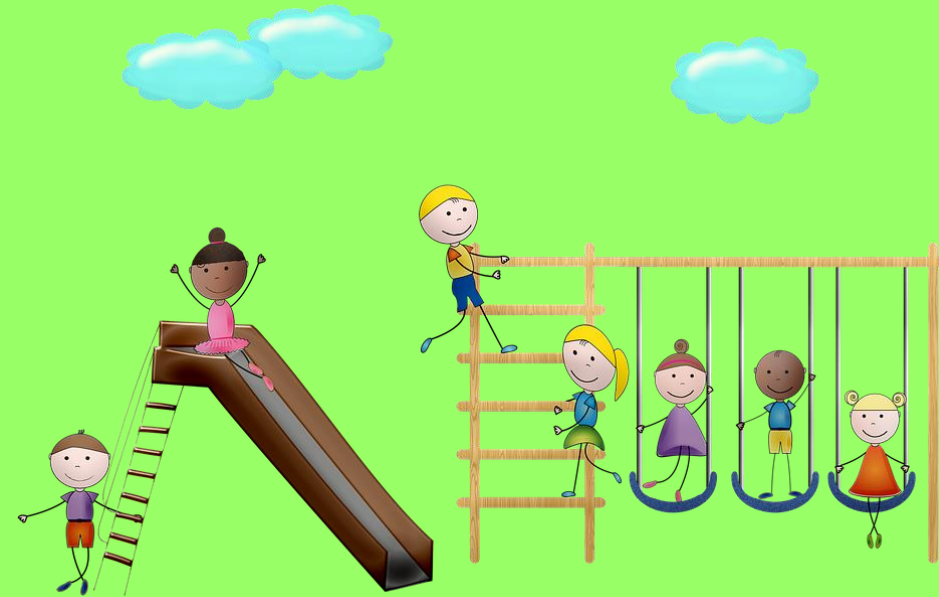


What did The DfE do?

Working with various experts and organisations they put together a set of curriculum expectations for primary and secondary schools.

The developed a set of objectives for:

- Relationship Education
- Health Education
- Sex Education



Why are we working on our RSHE?

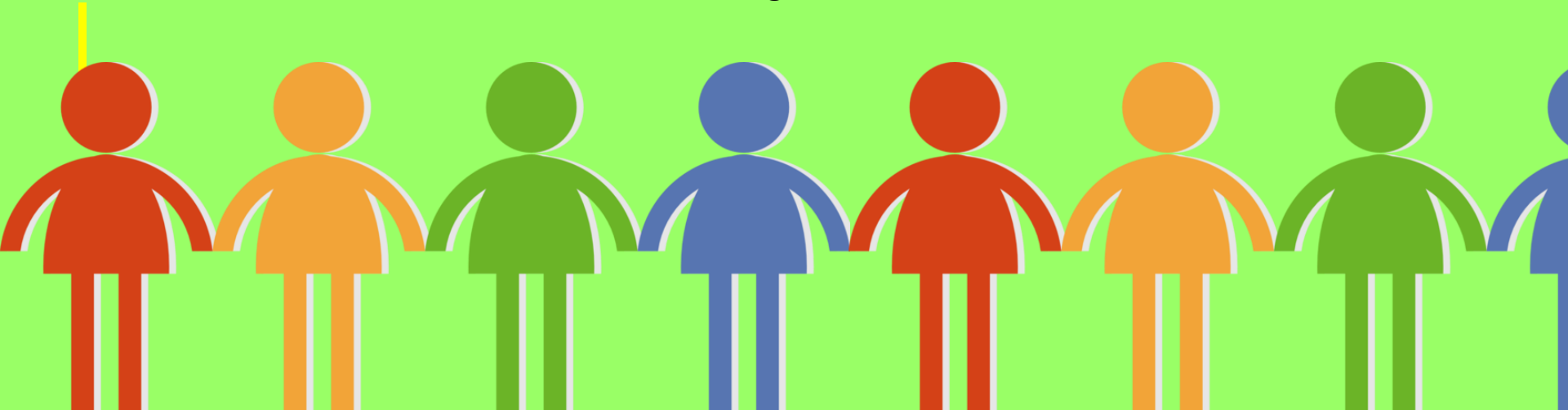
The new requirements:

From Summer 2021, all schools with a primary phase (including all-through and middle schools) will need to provide:

- **Relationships education**
- **Health education**

While sex education is not a statutory component, The DfE says that schools should teach a curriculum that gives children a secure understanding ready for their next stage of learning.

Relationship education and Health Education now form part of the statutory curriculum. Children cannot be withdrawn from this learning.



Why are we working on our RSHE?

We want our curriculum to be fluid and change where necessary to meet the needs of our community.

The guidance allows us to differentiate and personalise for pupils based on factors like:

- Age
- Physical and emotional maturity
- Religious backgrounds
- Special educational needs and disabilities (SEND)



What do we want to achieve in this session?

Develop an understanding of why R(S)HE has become so important

Share what we must teach/deliver

Work with families to identify additional areas of need

What areas are covered by Relationship, Health and Sex Education?

Relationship:

Families and people who care for me
Caring friendships
Respectful relationships
Online relationships
Being safe



Physical Health and Mental Wellbeing Education:

Mental Wellbeing
Internet safety and harms
Physical Health and Fitness
Healthy Eating
Drugs, Alcohol and Tobacco
Health and prevention
Basic First Aid
Changing Adolescent body



Sex Education:

To be determined at a local level.





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What are the RSHE expectations?

Relationships education expectations

By the end of primary, pupils will need to know:

Families and people who care for the pupil

- That families are important for children growing up because they can give love, security and stability
- The characteristics of healthy family life: commitment to each other, including in times of difficulty; protection and care for children and other family members; the importance of spending time together and sharing each other's lives
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- That marriage and civil partnerships (available to both opposite and same sex couples) represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed



What are the RSHE expectations?

Caring friendships

- How important friendships are in making us feel happy and secure, and how people choose and make friends
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed



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Respectful relationships

What are the RSHE expectations?

- The importance of respecting others, even when they're very different (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- What a stereotype is, and how stereotypes can be unfair, negative or destructive
- The importance of permission-seeking and giving in relationships with friends, peers and adults



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What are the RSHE expectations?

Online relationships

- That people sometimes behave differently online, including by pretending to be someone they're not
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- How information and data is shared and used online



What are the RSHE expectations?

Being safe

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- How to recognise and report feelings of being unsafe or feeling bad about any adult
- How to ask for advice or help for themselves or others, and to keep trying until they're heard
- How to report concerns or abuse, and the vocabulary and confidence needed to do so
- Where to get advice (e.g. family, school and/or other sources)

What are the RSHE expectations?

Health education expectations

By the end of primary, pupils will need to know:

Mental wellbeing

- That mental wellbeing is a normal part of daily life, in the same way as physical health
- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- How to judge whether what they're feeling and how they're behaving is appropriate and proportionate
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests
- Isolation and loneliness can affect children and that it's very important for children to discuss their feelings with an adult and seek support
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they're worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- It's common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough



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What are the RSHE expectations?

Internet safety and harms

- That for most people the internet is an integral part of life and has many benefits
- About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- Why social media, some computer games and online gaming, for example, are age restricted
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- Where and how to report concerns and get support with issues online



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What are the RSHE expectations?

Physical health and fitness

- The characteristics and mental and physical benefits of an active lifestyle
- The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- The risks associated with an inactive lifestyle (including obesity)
- How and when to seek support including which adults to speak to in school if they're worried about their health



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What are the RSHE expectations?

Healthy eating

- What constitutes a healthy diet (including understanding calories and other nutritional content)
- The principles of planning and preparing a range of healthy meals
- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)



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What are the RSHE expectations?

Drugs, alcohol and tobacco

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

Basic first aid

- How to make a clear and efficient call to emergency services if necessary
- Concepts of basic first aid, for example dealing with common injuries, including head injuries



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What are the RSHE expectations?

Health and prevention

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- About personal hygiene and germs including bacteria, viruses, how they're spread and treated, and the importance of handwashing
- The facts and science relating to allergies, immunisation and vaccination



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What are the RSHE expectations?

Changing adolescent bodies

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- About menstrual wellbeing including the key facts about the menstrual cycle

Sex education expectations

- There's no list of expectations for sex education at the primary level, as it isn't compulsory, but if we choose to teach it then the DfE recommends that it should:
- Make sure boys and girls are prepared for the changes that adolescence brings
- Draw on knowledge of the human life cycle set out in science lessons to explain how a baby is conceived and born

We already teach a lot of these objectives as part of our wider curriculum



Science Lessons



PE Lessons



Forest School



Ongoing E-Safety lessons and events



Circle time



Books and story times



Residentials



Anti-bullying lessons and events



Assemblies - online at the moment



What next?

Using our consultations with staff and now with you we are setting out the learning so we are able to present a clear view of what is going to be taught and when.

What we need from you:

We would like you to read through the objectives again in your own time and consider them in relation to your own child and family.

We would then you to complete our google form survey.

What will happen then:

We will be able to define our curriculum in a more focused way and share with families.

Any questions?