

St. Luke's CEVA Primary School

We are a Christian school that serves a diverse community and works in partnership
with parents to develop the whole child.



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 St. Luke's school.
- 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 were passed in April 2019.
- Sex Education is not compulsory until Secondary school. At St. Luke's school 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 the Head and Deputy 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 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.

How will RHSE be taught at St. Luke's? The Big Think



SPIRITUAL dimension
promotes inherent wisdom
& life-long skills



Spiritual qualities:

- ✓ Receptive & reflective
- ✓ Appreciative of nature
- ✓ Understanding of how self and others 'tick'
- ✓ Imaginative thinking
- ✓ Creative competencies
- ✓ Inner contentment
- ✓ Meaningful beliefs

MORAL dimension
nurtures enquiring ethical
considerations

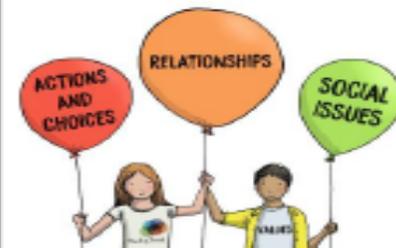


**HOW
"THE BIG THINK"
PROGRAMME
ENHANCES
SMSC &
BRITISH VALUES**

Moral capacities:

- ✓ Discerns right & wrong
- ✓ Builds character
- ✓ Recognises & respects authority, rules & laws
- ✓ Takes responsibility for behaviour & actions
- ✓ Informed reasoning
- ✓ Open to alternatives

SOCIAL dimension
fosters good relationships



Social competencies:

- ✓ Works well with others
- ✓ Inclusive approach
- ✓ Promotes harmony
- ✓ Cohesion & non-violent resolutions to conflicts
- ✓ Respectful & supportive
- ✓ Caring & compassionate
- ✓ Positive participation

CULTURAL dimension
celebrates rich diversity



Cultural awareness:

- ✓ History & heritage
- ✓ Diversity & traditions
- ✓ Values & democracy
- ✓ Contributions via arts, music, sport, beliefs, ...
- ✓ Local, national & global characteristics
- ✓ Benefits of shared goals

The Big Think values-themed Assembly and Lesson kits

CORE VALUE	VALUES THEMES (Ages 5-7)		CORE VALUE	VALUES THEMES (Ages 7-11)
TRUTH				
	Honesty	1		Honesty
	Curiosity *	2		Curiosity
	Hope	3		Optimism
	Trust	4		Integrity
	Truthfulness	5		Truthfulness
	Non-Judgement	6		Non-Judgement
	Understanding Others *	7		Empathy
	Commitment	8		Commitment
	Pride	9		Pride
	Justice	10		Justice
	Aspiration	11		Aspiration
	Freedom	12		Freedom

CORE VALUE	VALUES THEMES (Ages 5-7)		CORE VALUE	VALUES THEMES (Ages 7-11)
LOVE				
	Sharing	1		Sharing
	Consideration *	2		Consideration
	Loyalty	3		Loyalty
	Openness	4		Openness
	Compassion	5		Compassion
	Generosity	6		Generosity
	Inner Happiness	7		Inner Happiness
	Caring About Nature *	8		Caring About Nature
	Appreciation	9		Appreciation
	Caring For Yourself	10		Caring For Yourself
	Caring For Others	11		Caring For Others
	Equality	12		Equality

CORE VALUE	VALUES THEMES (Ages 5-7)		CORE VALUE	VALUES THEMES (Ages 7-11)
PEACE				
	Patience *	1		Patience
	Perseverance	2		Perseverance
	Happiness *	3		Happiness
	Understanding Self	4		Understanding Self
	Contentment	5		Contentment
	Self-Esteem	6		Self-Esteem
	Belonging	7		Belonging
	Solitude	8		Solitude
	Play	9		Play
	Growth	10		Growth
	Resilience	11		Resilience
	Joy	12		Joy

* Reception-friendly sessions

RELATIONSHIPS EDUCATION Topic 3: Respectful Relationships	KS1	KS2	The Big Think resource reference
a. the importance of <i>respecting others</i> , even when they are very <i>different</i> from them (for example, <i>physically</i> , in character, personality or <i>backgrounds</i>), or make different choices or have different preferences or beliefs	✓	✓	T7 Understanding Others (ages 5-7) T7 Empathy (ages 7-11) L4 Openness P2 Perseverance R4 Respect For Others C9 Unity
b. <i>practical steps</i> they can take in a range of different contexts to improve or support <i>respectful relationships</i>	✓	✓	L12 Equality R5 Helping Others R10 Gratitude C3 Celebrating Difference C10 Forgiveness
c. the conventions of <i>courtesy</i> and <i>manners</i>	✓	✓	R1 Behaviour Choices R2 Respect For Things R4 Respect For Others
d. the importance of <i>self-respect</i> and how this links to their <i>own happiness</i>	✓	✓	T9 Pride T10 Justice L1 Sharing L7 Inner Happiness P3 Happiness P6 Self-Esteem C10 Forgiveness
e. that in school and in wider society they can expect to be <i>treated with respect by others</i> , and that in turn they should show <i>due respect to others</i> , including those in positions of authority	✓	✓	T10 Justice R4 Respect For Others R10 Gratitude R11 Helping Yourself C11 Caring Citizens (ages 5-7) C11 Citizenship (ages 7-11)
f. about different types of <i>bullying</i> (including cyberbullying), the impact of bullying, <i>responsibilities of bystanders</i> (primarily reporting bullying to an adult) and how to <i>get help</i>	✓	✓	T10 Justice R3 Kindness Online R8 Courage
g. what a <i>stereotype</i> is, and how stereotypes can be unfair, negative or destructive	✓	✓	T6 Non-Judgement T10 Justice L4 Openness P2 Perseverance C3 Celebrating Difference C4 Inclusion



How will RSHE be taught at St. Luke's?

We will be teaching RSHE which will be embedded within our PSHE curriculum

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

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	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	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Showing appreciation to people and animals	Being unique Confidence in change Accepting change Preparing for transition Environmental change
Year 5	Planning the forthcoming year Being a citizen Rights and responsibilities	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	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Reducing screen time SMARRT internet safety rules	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	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	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility Emotional and mental health Managing stress	Identifying mental health worries and sources of support Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Respect Transition Elements of Sex Education - Conception to birth

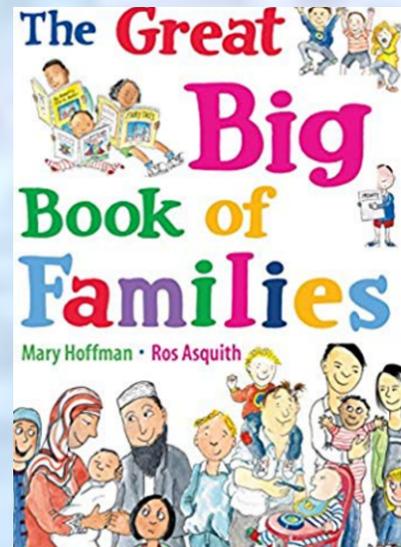
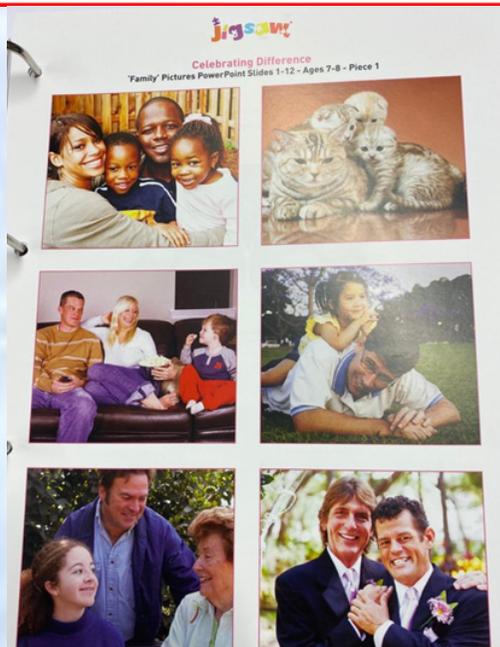
Examples of resources - teaching Relationship Education

Yr 2

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
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	Jigsaw Chime, 'Calm Me' script, Families PowerPoint, Jigsaw Jo, Mixing bowl, wooden spoon, Happy Home sheets, Jigsaw Journals, My Jigsaw, Jigsaw Jerrie Cat.
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	Jigsaw Chime, 'Calm Me' script, different types of contact, My Jigsaw Journals, My Jigsaw, Jigsaw Jerrie Cat.
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	Jigsaw Chime, 'Calm Me' script, picture of children, printed on A3 or displayed, 'Mending Friends' Journals, My Jigsaw, Jigsaw Jo.
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	Jigsaw Chime, 'Calm Me' script, box, Jigsaw Jo, 'worry secret' Learning.
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	Jigsaw cards, My Jigsaw, Jigsaw Jo.
Know and show what makes a good relationship	6. Celebrating My Special Relationships Puzzle Outcome: Relationship Flag/Bunting Assessment Opportunity ★	I can express my appreciation for the people in my special relationships	I am comfortable accepting appreciation from others	Jigsaw Chime, 'Calm Me' script, String, shapes, Jigsaw Jo, Learning, Jigsaw Jo.



Yr 3 & Y6



Examples of resources - teaching **Changing Me**

Yr 4

Puzzle 6 - Changing Me

Puzzle Map - Ages 8-9

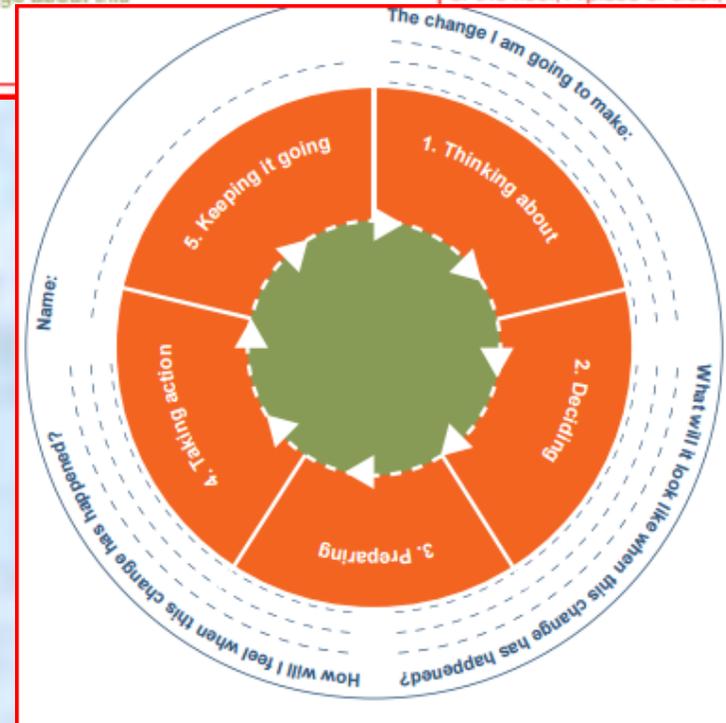
Hello
I'm Jigsaw Jaz



Puzzle Outcome

Help me fit together the six pieces of learning about Changing Me to create the Tree of Change display
Piece 4, Circles of Change

Understand and respect the changes that they see in other people	4. Circles of Change Puzzle Outcome: Circles of Change	I know how the circle of change works and can apply it to changes I want to make in my life	I am confident enough to try to make changes when I think they will benefit me	Jigsaw Song: 'A New Day', Jigsaw Jaz, Jigsaw Chime, 'Calm Me' script, Season tree pictures, Sofia and Levi PowerPoint, Circle of Change diagram/template, Split pins, Cardboard arrows, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know who to ask for help if they are worried about change	5. Accepting Change	I can identify changes that have been and may continue to be outside of my control that I learnt to accept	I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively	Emotions cards, PowerPoint slides of environmental change, Change Scenario cards, Jigsaw Chime, 'Calm Me' script, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Are looking forward to change	6. Looking Ahead Assessment Opportunity ★	I can identify what I am looking forward to when I move to a new class	I can reflect on the changes I would like to make next year and can describe how to go about this	Jigsaw Jaz, Jigsaw Chime, The same objects used for the 'Bag of Tricks' activity in lesson 3, laid out on a tray or the floor, A piece of cloth, 'Calm Me' script, Jigsaw templates, Jigsaw Certificates, Jigsaw Jerrie



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 only in year 6 and only if they bring it up.

Myths continued...

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

Schools are 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 (done in our school) - 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 all families and this may include 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.
- There is a further meeting scheduled on Tues. March 16th 2021 to focus
in on sex education and puberty in Y5&6

Thank you

**Questions
and suggestions?**