

Purpose of this consultation:

- RSHE statutory guidance
- Consultation process
- Clarify myths
- Newham data and statistics
- Keir Hardie's draft policy
- KS1 programme of study



Department
for Education

Relationships Education, Relationships and Sex Education (RSE) and Health Education

**Statutory guidance for governing bodies,
proprietors, head teachers, principals, senior
leadership teams, teachers**

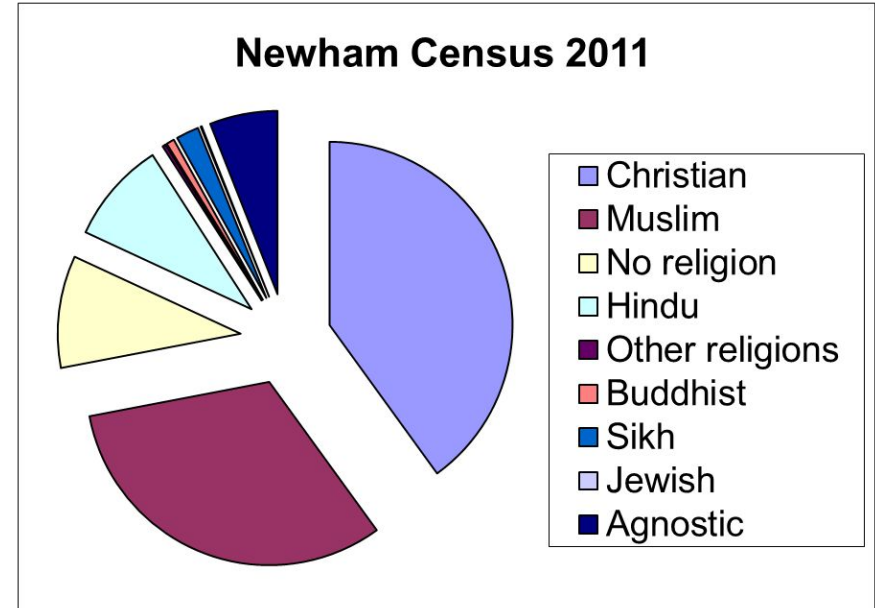
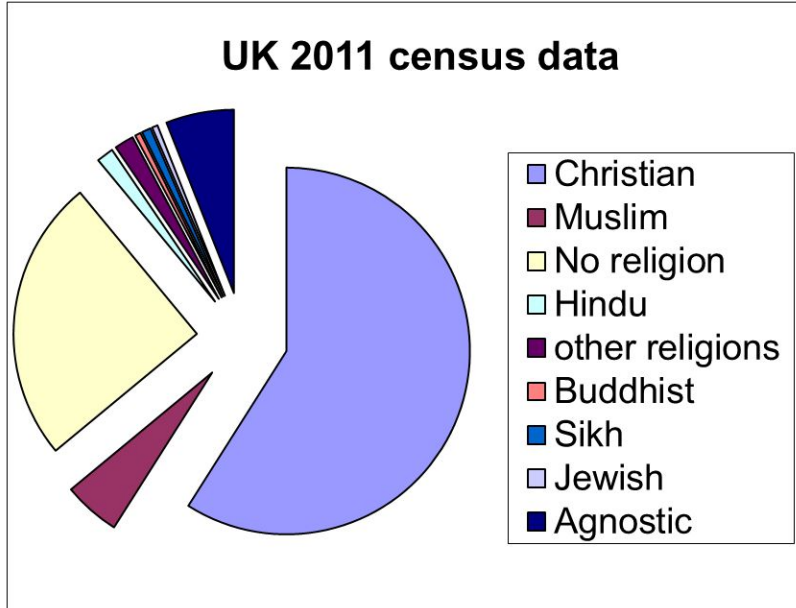
The new curriculum will be mandatory from September 2020.

What does it say?



Relationships Education	Relationships and Sex Education	Health Education
<p>All schools providing primary education, including all-through schools and middle schools (includes schools as set out in the Summary section).</p>	<p>All schools providing secondary education, including all-through schools and middle schools (includes schools as set out in the Summary section).</p>	<p>All maintained schools including schools with a sixth form, academies, free schools, non-maintained special schools and alternative provision, including pupil referral units.</p>

Newham and uk statistics



What does this tell us about Newham and the background of our pupils?

Christian	59
Muslim	5
No religion	25
Hindu	1.5
other religions	1.7
Buddhist	0.5
Sikh	0.8
Jewish	0.5
Agnostic	6

Christian	40
Muslim	32
No religion	9.9
Hindu	9
Other religions	0.3
Buddhist	0.7
Sikh	2
Jewish	0.1
Agnostic	6

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

Protected characteristics - 2010 Equality Act

Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation

The Equality Act 2010 and schools

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



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)

The purpose of Relationships and Health Education in our curriculum

Safeguarding our pupils

- All children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain.
- The units are designed to equip your child with knowledge, to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life.
- The world for all young people looks very different from the way it did

Relationships Education

To build positive and safe relationships, including with family, friends and online.

Is taught in an age-appropriate way, we will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

What will be taught in KS1?

Year 1 overview for Relationships Education

Term	Topic	In this unit of work pupils will learn...
Autumn - Relationships	<u>Families and friendships</u> Roles of different people; families; feeling cared for	<ul style="list-style-type: none">• about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers• the role these different people play in children's lives and how they care for them• what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.• about the importance of telling someone — and how to tell them — if they are worried about something in their family
	<u>Safe relationships</u> Recognising privacy; staying safe; seeking permission	<ul style="list-style-type: none">• about situations when someone's body or feelings might be hurt and whom to go to for help• about what it means to keep something private, including parts of the body that are private• to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)
	<u>Respecting ourselves and others</u> How behaviour affects others; being polite and respectful	<ul style="list-style-type: none">• what kind and unkind behaviour mean in and out school• how kind and unkind behaviour can make people feel• about what respect means• about class rules, being polite to others, sharing and taking turns

Year 2 overview for Relationships Education

Term	Topic	In this unit of work, pupils will learn...
Autumn - Relationships	<p><u>Families and friendships</u></p> <p>Making friends; feeling lonely and getting help</p>	<ul style="list-style-type: none"> • how to be a good friend, e.g. kindness, listening, honesty • about different ways that people meet and make friends • strategies for positive play with friends, e.g. joining in, including others, etc. • about what causes arguments between friends • how to positively resolve arguments between friends • how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else
	<p><u>Safe relationships</u></p> <p>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p>	<ul style="list-style-type: none"> • how to recognise hurtful behaviour, including online • what to do and whom to tell if they see or experience hurtful behaviour, including online • about what bullying is and different types of bullying • how someone may feel if they are being bullied • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • how to resist pressure to do something that feels uncomfortable or unsafe • how to ask for help if they feel unsafe or worried and what vocabulary to use
	<p><u>Respecting ourselves and others</u></p> <p>Recognising things in common and differences; playing and working cooperatively; sharing opinions</p>	<ul style="list-style-type: none"> • about the things they have in common with their friends, classmates, and other people • how friends can have both similarities and differences • how to play and work cooperatively in different groups and situations • how to share their ideas and listen to others, take part in discussions, and give reasons for their views

Health Education

To teach pupils the information they need 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.

By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

What will be taught in KS1?

Year 1 overview for Health Education

Summer - Health and wellbeing	<u>Physical health and Mental wellbeing</u> Keeping healthy; food and exercise; hygiene routines; sun safety	<ul style="list-style-type: none">• what it means to be healthy and why it is important• ways to take care of themselves on a daily basis• about basic hygiene routines, e.g. hand washing• about healthy and unhealthy foods, including sugar intake• about physical activity and how it keeps people healthy• about different types of play, including balancing indoor, outdoor and screen-based play• about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors• how to keep safe in the sun
	<u>Growing and changing</u> Recognising what makes them unique and special; feelings; managing when things go wrong	<ul style="list-style-type: none">• to recognise what makes them special and unique including their likes, dislikes and what they are good at• how to manage and whom to tell when finding things difficult, or when things go wrong• how they are the same and different to others• about different kinds of feelings• how to recognise feelings in themselves and others• how feelings can affect how people behave
	<u>Keeping safe</u> How rules and age restrictions help us; keeping safe online	<ul style="list-style-type: none">• how rules can help to keep us safe• why some things have age restrictions, e.g. TV and film, games, toys or play areas• basic rules for keeping safe online

Year 2 overview for Health Education

Summer - Health and wellbeing	<p><u>Physical health and Mental wellbeing</u></p> <p>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p>	<ul style="list-style-type: none"> • about routines and habits for maintaining good physical and mental health • why sleep and rest are important for growing and keeping healthy • that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies • the importance of, and routines for, brushing teeth and visiting the dentist • about food and drink that affect dental health • how to describe and share a range of feelings • ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others • how to manage big feelings including those associated with change, loss and bereavement • when and how to ask for help, and how to help others, with their feelings
	<p><u>Growing and changing</u></p> <p>Growing older; naming body parts; moving class or year</p>	<ul style="list-style-type: none"> • about the human life cycle and how people grow from young to old • how our needs and bodies change as we grow up • to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) • about change as people grow up, including new opportunities and responsibilities • preparing to move to a new class and setting goals for next year
	<p><u>Keeping safe</u></p> <p>Safety in different environments; risk and safety at home; emergencies</p>	<ul style="list-style-type: none"> • how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines • how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' • to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger • how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products • about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel • how to respond if there is an accident and someone is hurt • about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say

Please take a look at the following documents on your tables:

Keir Hardie's draft policy (RHE)

KS1 programme of study

Example resources

Please speak to staff members if you have any questions