



Keir Hardie Primary School

Inspiring Excellence

Our days are always filled with MAGIC

Relationships, (Sex) and Health Education


Year 6 Parent/carer Consultation
Autumn 2020

Purpose of this consultation



- Explain the requirements of the Relationships, Sex and Health Education curriculum.
- Reassure parents that their views are important and needed in the formulation of the policy for this subject.
- Share R(S)HE; draft policy, resources and unit plans that we will be using at Keir Hardie Primary School.
- Clarify some of the misinformation regarding the RSHE curriculum.

Statutory requirements

 Relationships
Education,
Relationships and
Sex Education (RSE)
and Health Education
Statutory guidance for governing bodies,
proprietors, head teachers, principals, senior
leadership teams, teachers



- Relationships Education and Health Education will be mandatory from Summer 2021 for all primary schools in England. The new regulations passed in April 2019.
- Sex Education is not compulsory until Secondary school. At Keir Hardie Primary 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 trained staff, including the school nurse and in gender groups. Permission is given by parents before lessons are taught.

Equality Act 2010 and schools

Departmental advice for school leaders, school staff, governing bodies and local authorities-May 2014



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

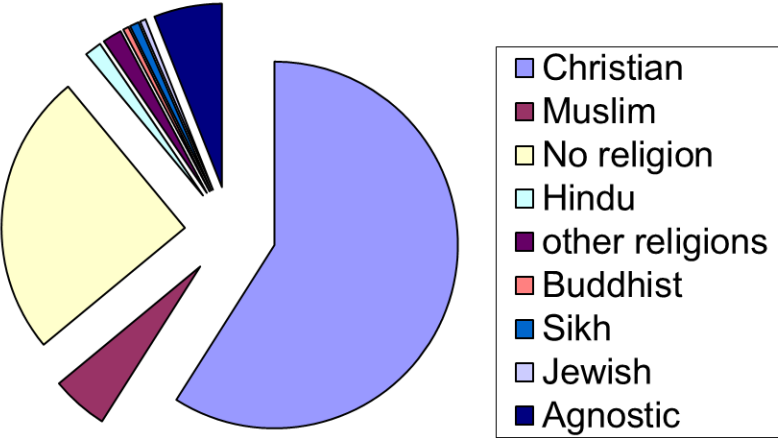
Teaching should be based on facts and should enable pupils to develop an understanding of how the law applies to different relationships. Teachers must have regard to statutory guidance on sex and relationship education (now RSHE), and to meet duties under equality and human rights law (DfS. 2014)



Newham and uk statistics

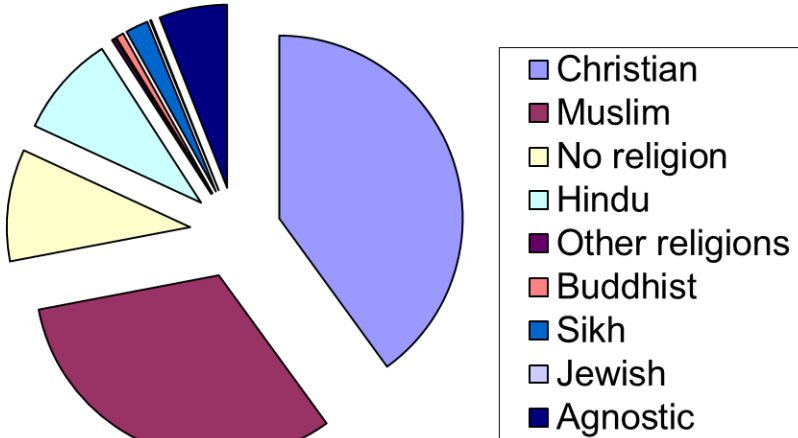


UK 2011 census data



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

Newham Census 2011



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

This shows the diverse nature of religions in Newham and the need to be sensitive to all faiths

Newham data (Public Health England):



Data quality: ■ Significant concerns ■ Some concerns ■ Robust

* a note is attached to the value, hover over to see more details

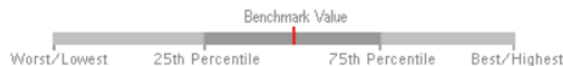
Compared with benchmark: ● Better ● Similar ● Worse ○ Not compared

Quintiles: Best ● ● ● ● ● Worst ○ Not applicable

Recent trends: — Could not be calculated ➡ No significant change ⬆ Increasing / Getting worse ⬆ Increasing / Getting better ⬇ Decreasing / Getting worse ⬇ Decreasing / Getting better ⬆ Increasing ⬇ Decreasing

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Indicator	Period	Newham			Region England		England			
		Recent Trend	Count	Value	Value	Value	Worst/ Lowest	Range		Best/ Highest
Infant mortality rate	2016 - 18	—	58	3.3	3.3	3.9	8.2			1.0
Child mortality rate (1-17 years)	2016 - 18	—	30	11.6	10.8	11.0	23.4			6.2
Population vaccination coverage - MMR for one dose (2 years old)	2018/19	⬇	4,716	80.4%	83.0%	90.3%	74.3%			97.1%
<div><90%90% to 95%≥95%</div>										
Population vaccination coverage - Dtap / IPV / Hib (2 years old)	2018/19	⬇	5,297	90.3%	90.6%	94.2%	81.6%			98.8%
<div><90%90% to 95%≥95%</div>										
Children in care immunisations	2019	⬇	130	50.8%	80.7%	86.8%	44.1%			100%
School readiness: percentage of children achieving a good level of development at the end of Reception	2018/19	⬆	3,585	75.9%	74.1%	71.8%	63.1%			80.6%
Average Attainment 8 score	2018/19	—	189,616	48.6	50.0	46.9	39.0			57.5
Average Attainment 8 score of children in care	2018	—	-	25.0	19.2	18.9	7.9			31.8
16-17 year olds not in education, employment or training (NEET) or whose activity is not known	2018	—	440	5.2%	4.8%	5.5%	14.9%			1.5%

This identifies the importance of raising awareness of vaccines and immunisations in Newham

Newham data (Public Health England):



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Compared with benchmark: ● Better ● Similar ● Worse ○ Not compared

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Indicator	Period	Newham		Region England		England				
		Recent Trend	Count	Value	Value	Value	Worst/Lowest	Range		Best/Highest
employment or training (NEET) or whose activity is not known	2018	—	440	5.2%	4.8%	5.5%	14.9%			1.5%
First time entrants to the youth justice system	2018	⬆	109	333.5	282.5	238.5	554.3			72.3
Children in low income families (under 16s)	2016	⬆	15,300	20.1%	18.8%	17.0%	31.8%			6.4%
Family homelessness	2017/18	➡	937	7.7	3.2	1.7	7.7			0.1
Children in care	2019	➡	380	44	50	65	197			25
Children killed and seriously injured (KSI) on England's roads	2016 - 18	—	30	12.8	12.0	17.7	52.5			4.0
Low birth weight of term babies	2018	➡	188	3.75%	3.07%	2.86%	4.65%			1.01%
Reception: Prevalence of obesity (including severe obesity)	2018/19	➡	565	12.6%	10.2%	9.7%	14.2%			5.4%
Year 6: Prevalence of obesity (including severe obesity)	2018/19	➡	1,286	27.7%	23.2%	20.2%	29.6%			10.7%
Children with one or more decayed, missing or filled teeth	2016/17	—	-	29.0%	25.7%	23.3%	47.1%			12.9%
Hospital admissions for dental caries (0-5 years)	2016/17 - 18/19	—	445	432.9	418.0	307.5	10.9			1,393.4

This identifies the need to teach pupils in Newham to make the right choices, how to take care of their physical health and getting the right support when needed

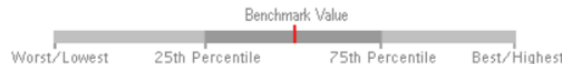
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Indicator	Period	Newham		Region England		England		Range	Best/Highest
		Recent Trend	Count	Value	Value	Value	Worst/Lowest		
Under 18s conception rate / 1,000	2018	⬇	79	13.2	13.9	16.7	39.4		3.6
Teenage mothers	2018/19	➡	15	0.3%	0.3%	0.6%	2.3%		0.0%
Admission episodes for alcohol-specific conditions - Under 18s	2016/17 - 18/19	—	20	7.8	16.5	31.6	106.7		7.8
Hospital admissions due to substance misuse (15-24 years)	2016/17 - 18/19	—	70	49.7	60.1	83.1	236.6		32.0
Smoking status at time of delivery	2018/19	➡	237	4.7%	4.8%*	10.6%	25.7%		1.6%
Baby's first feed breastmilk	2018/19	—	3,375	72.3%	76.3%	67.4%	43.6%		98.7%
Breastfeeding prevalence at 6-8 weeks after birth - current method	2018/19	—	2,303	*	*	46.2%*	-	Insufficient number of values for a spine chart	
A&E attendances (0-4 years)	2018/19	⬆	23,240	822.5	755.2	655.3	1,917.4		126.3
Hospital admissions caused by unintentional and deliberate injuries in children (aged 0-14 years)	2018/19	⬇	480	64.4	70.5	96.1	184.9		45.1
Hospital admissions caused by unintentional and deliberate injuries in young people (aged 15-24 years)	2018/19	⬇	415	87.8	98.4	136.9	276.7		56.0
Hospital admissions for asthma (under 19 years)	2018/19	➡	245	270.4	197.5	178.4	485.9		50.3
Hospital admissions for mental health conditions	2018/19	➡	60	69.3	72.5	88.3	193.9		22.9
Hospital admissions as a result of self-harm (10-24 years)	2018/19	➡	125	187.4	195.8	444.0	1,072.7		91.1

This identifies the need to teach pupils in Newham about taking care of their physical and mental health wellbeing and getting the right support when needed

All schools must have a R(S)HE 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 people's' Sexual health services

Why is Relationships (Sex) and Health Education important?



The main purpose for R(S)HE is to safeguard our pupils. We want ALL our pupils 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 20 years ago when this curriculum was last updated.

– these changes bring the content into the 21st century, so that it is relevant for your child.

Why teach Relationships Education?



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

*In such an ever-changing world where young people are exposed to so much online content, 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**.*

The three key topics taught as part of Relationships Education are: **families and friendships; safe relationships; and respecting ourselves and others**. It will be taught in an age-appropriate way and we will cover how to treat each other with kindness, consideration and respect.

Year 6 overview for Relationships



YEAR 6 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...
Autumn — Relationships	Families and friendships Attraction to others; romantic relationships; civil partnership and marriage PoS Refs: R1, R2, R3, R4, R5, R7	<ul style="list-style-type: none"> what it means to be attracted to someone and different kinds of loving relationships that people who love each other can be of any gender, ethnicity or faith the difference between gender identity and sexual orientation and everyone's right to be loved about the qualities of healthy relationships that help individuals flourish ways in which couples show their love and commitment to one another, including those who are not married or who live apart what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults that people have the right to choose whom they marry or whether to get married that to force anyone into marriage is illegal how and where to report forced marriage or ask for help if they are worried
	Safe relationships Recognising and managing pressure; consent in different situations PoS Refs: R26, R28, R29	<ul style="list-style-type: none"> to compare the features of a healthy and unhealthy friendship about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong strategies to respond to pressure from friends including online how to assess the risk of different online 'challenges' and 'dares' how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable how to get advice and report concerns about personal safety, including online what consent means and how to seek and give/not give permission in different situations
	Respecting ourselves and others Expressing opinions and respecting other points of view, including discussing topical issues PoS Refs: R30, R34	<ul style="list-style-type: none"> about the link between values and behaviour and how to be a positive role model how to discuss issues respectfully how to listen to and respect other points of view how to constructively challenge points of view they disagree with ways to participate effectively in discussions online and manage conflict or disagreements



Examples of resources for Year 6 Relationships Education

Autumn — Relationships

Term	Topic	<div><div>LEARNING OBJECTIVES</div><div>Relationships stories — part 1</div><div>We are learning:<ul style="list-style-type: none">about what constitutes a positive, healthy relationshipthat relationships can change over time</div><div>Best friends</div><div>Li and Ari are in Year 7. They have been best friends since primary school.</div><div>Relationships stories — part 2</div><div>Best friends</div><div>Li and Ari are now in different classes at secondary school and don't see each other as often. Ari has been spending more time with Frankie, and now wants to be 'best friends' with Frankie, not Li.</div><div><div>Learning Objectives</div><div>We are learning about online safety and how to access available help inside and outside school</div><div>Learning Outcomes</div><div>Pupils will leave this lesson understanding the dangers of taking personal photographs and sharing them online</div><div>Key Vocabulary</div><div>Passwords, social media, Facebook, online safety, danger signs</div></div><div><div>Pictures of a relationship walk around and discussio</div><div>Pupils study a range of pictures depicting 'relationships' and feedback on the types of relationships displayed. Pupils use Resource E: Life Stages to discuss different relationships people have in their lives.</div></div></div>
Autumn — Relationships	Families and friendships	<div>Attraction to others; romantic relationships; civil partnership and marriage</div> <div>PoS Refs: R1, R2, R3, R4, R5, R7</div>
	Safe relationships	<div>Recognising and managing pressure; consent in different situations</div> <div>PoS Refs: R26, R28, R29</div> <div><div>Ellie's Feelings</div><div>Draw a face to show how Ellie might feel when he gets sent these messages from g1m4rd!</div><div><div>Feeling Great</div><div>Feeling Fine</div><div>Feeling Unsure</div><div>Feeling Worried</div></div><div><div>What is OK to share?</div><div>Read each example and decide if it's:</div><div><div>OK to share</div><div>It depends...</div><div>Not OK to share</div></div><div>Ellie shares a photo of her new pet rabbit.</div><div><div>Cut up these scenarios and provide each pupil group with one of them to discuss.</div><div><div>1. The referee says a player is off-side. The team were about to score to win the game and are not happy with the referee's decision.</div><div><div>2. A playground game is going well - except no one realises that a younger pupil has been knocked over by another player.</div><div><div>3. It is the start of morning playtime and captains are picking teams for a football game. The same children as always are being chosen. Some children are feeling very left out.</div><div><div>4. Some pupils are playing a football game on the playground. Other pupils playing quietly on the edge of the playground keep being knocked into and their games disrupted.</div><div><div>5. A pupil asks to join in a playground game, even though it makes the sides uneven.</div><div><div>6. During a playtime game one pupil accidentally trips up another pupil, preventing them from scoring a goal.</div></div></div></div></div></div></div></div></div></div>
	Respecting ourselves and others	<div>Expressing opinions and respecting other points of view, including discussing topical issues</div> <div>PoS Refs: R30, R34</div> <div><div>Activities</div><div>4. Show the interactive whiteboard activity. The animation is Yasmine taking photos of herself with a mobile phone and putting them online. She takes one in which she is pouting and looking grown up. Pause the animation just before Yasmine uploads the picture and ask the class:<div><div>a. why do you think Yasmine has made the choice to upload this picture of her looking very grown up? Is she chasing 'likes'? Is this a good thing to do?</div><div><div>b. what are the possible risks of what Yasmine is about to do?</div><div><div>c. if we were with Yasmine what might we be saying to her?</div></div></div></div><div>5. Show the next part of the animation and ask for pupils to explain what is happening as the pictures multiply.</div><div>6. Remind the class that we all make mistakes but ask them for their advice on how they would support Yasmine after she has done this. Put pupils into groups to come up with their best advice for Yasmine. Give some or all groups the 'Advice for Yasmine' cards to order, including some blank ones for their own ideas. In the feedback identify together what her best next steps are.</div></div></div>

Why teach 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 seek support as early as possible when issues arise.

*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.*

The three key topics taught as part of Health Education are:

Physical and mental wellbeing; growing and changing; and keeping safe. It will be taught in an age-appropriate way and we will cover how to be healthy, physical and emotional changes and how to keep themselves safe.



Year 6 overview for Health Education

Physical health and Mental wellbeing

What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online

PoS Refs: H13, H14, H15, H20, H21, H22, H23, H24

- that mental health is just as important as physical health and that both need looking after
- to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support
- how negative experiences such as being bullied or feeling lonely can affect mental wellbeing
- positive strategies for managing feelings
- that there are situations when someone may experience mixed or conflicting feelings
- how feelings can often be helpful, whilst recognising that they sometimes need to be overcome
- to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available
- identify where they and others can ask for help and support with mental wellbeing in and outside school
- the importance of asking for support from a trusted adult
- about the changes that may occur in life including death, and how these can cause conflicting feelings
- that changes can mean people experience feelings of loss or grief
- about the process of grieving and how grief can be expressed
- about strategies that can help someone cope with the feelings associated with change or loss
- to identify how to ask for help and support with loss, grief or other aspects of change
- how balancing time online with other activities helps to maintain their health and wellbeing
- strategies to manage time spent online and foster positive habits e.g. switching phone off at night
- what to do and whom to tell if they are frightened or worried about something they have seen online

Resource 3

New friendships: benefit or challenge?

Can you give one benefit and one challenge for each of the friendship situations below?

Situation	Benefit	Challenge
Alex is starting secondary school without any friends from primary school		
Devidar has three of her best friends in her new class at secondary school		
Friends Sam and Kamal had a big argument just before the summer holidays. They are together in their new class at secondary school		
Madison and Casey didn't get on at primary school. Now they have been asked to work together on a project at their new secondary school		
Lynla and Jay were at primary school together but they weren't really friends. They are the only two people from their primary school in their new secondary school		



Learning objective

Pupils will learn:

- ✓ about mental health: what it means and how we can take care of it.



Learning outcomes

Pupils will be able to:

- ✓ explain what is meant by the term 'mental health'
- ✓ identify everyday behaviours that can help to support mental (and physical) health
- ✓ recognise that we can take care of our mental health (as well as our physical health)

Can you sort out the best ways to make new friends?

Go and stand or sit next to the person

Ask to be their friend on social media

Say hello

Ask someone a question

Smile at someone

Introduce yourself by telling them your name

Say something about the weather

Ask someone the time or for directions

Tell them something about you

Invite them to sit with you

Watch their body language – do they smile back, answer your questions, seem happy to stand or sit by you?

Keep the conversation going

Invite someone to join in

Ask to play a game

Ask if you can join in

Like their profile page



We are learning about how feelings and emotions are affected and can be managed at changing, challenging or difficult times



We will be able to:

- ✓ describe what can impact on mental health (life events and circumstances) and how mental wellbeing can be affected
- ✓ recognise conflicting emotions and when these might be experienced
- ✓ explain how feelings and emotions change over time
- ✓ identify positive actions to support mental health during difficult times, including identifying our personal networks

Growing and changing

Human reproduction and birth; increasing independence; managing transitions

PoS Refs: H24, H33, H35, H36

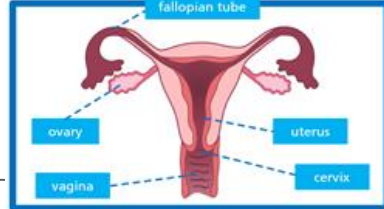
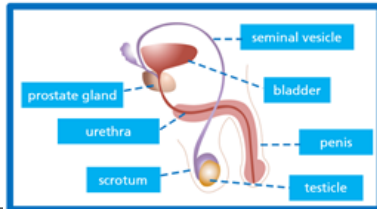
- to recognise some of the changes as they grow up e.g. increasing independence
- about what being more independent might be like, including how it may feel
- about the transition to secondary school and how this may affect their feelings
- about how relationships may change as they grow up or move to secondary school
- practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school
- identify the links between love, committed relationships and conception
- what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults
- how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb
- that pregnancy can be prevented with contraception²
- about the responsibilities of being a parent or carer and how having a baby changes someone's life

Keeping safe

Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

PoS Refs: H37, H42, H46, H47, H48, H49, H50

- how to protect personal information online
- to identify potential risks of personal information being misused
- strategies for dealing with requests for personal information or images of themselves
- to identify types of images that are appropriate to share with others and those which might not be appropriate
- that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be
- what to do if they take, share or come across an image which may upset, hurt or embarrass them or others
- how to report the misuse of personal information or sharing of upsetting content/ images online
- about the different age rating systems for social media, T.V, films, games and online gaming
- why age restrictions are important and how they help people make safe decisions about what to watch, use or play
- about the risks and effects of different drugs
- about the laws relating to drugs common to everyday life and illegal drugs
- to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs
- about the organisations where people can get help and support concerning drug use
- how to ask for help if they have concerns about drug use
- about mixed messages in the media relating to drug use and how they might influence opinions and decisions



Resource 1

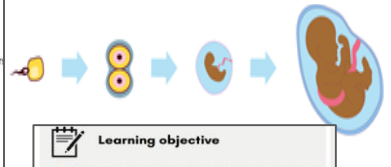
Concept conversation: how babies are made

A group of children, about your age, from a school not far from here, were having a conversation about how babies are made. This is what they said...

Pupil A: I thought that babies were delivered to their parents by a special bird—like the one you see printed on 'Congratulations on your new baby' cards.

Pupil B: I was told that babies are collected from the chip shop!

Pupil C: That's so silly! I know how babies are made. They start as a tiny seed, and when it is time they grow into a baby inside their mum's tummy—it takes years and years for a baby to grow.



Learning objective

- To learn about some of the risks and effects of legal and illegal drug use

Learning outcomes

By the end of the lesson pupils will be able to:

- explain that there are risks associated with using any type of drug and identify some of the risks and effects of drug use
- recognise that drugs have laws related to them and that some drugs are illegal to own, use or give to others
- analyse the level of risk in different situations,

Alcohol

Do you agree?

Alcohol is found in drinks such as beer, wine and spirits. Some alcoholic drinks are stronger than others (such as spirits, e.g. gin, vodka, rum or whisky) – these usually include high levels of alcohol and so are drunk in smaller amounts or 'mixed' with non-alcoholic drinks).

The amount of alcohol found in drinks is measured in units. Adults who choose to drink are advised to drink no more than 14 units a week, over a week (this is equivalent to approximately 6 pints of beer or 6 glasses of wine) and advised to have several alcohol-free days a week.

Children should not drink alcohol*

Effects

- The effect on mood will depend on how the person was feeling before drinking alcohol – alcohol is likely to heighten that mood or feeling, for example:
 - some people feel more relaxed or sociable
 - some people will feel more angry
 - some people will feel more withdrawn or lonely
 - feeling more or less self-conscious
 - more willing to take risks
- People absorb alcohol at different rates so some may become 'drunk' (feel effects more strongly) more quickly than others – this might include a lack of co-ordination, blurred vision and slurred speech
- The more alcohol that is consumed, the stronger the effects

Risks

- Too much alcohol can lead to sickness, dizziness, falling over or fainting, memory loss
- Inability to control own behaviour
- Aggressive behaviour
- Injury or accidents may occur – it is dangerous to drive or operate machinery after drinking alcohol
- Feeling ill (e.g. tiredness, headaches and sickness) the next day is common if someone drinks too much the day before
- Drinking a lot or often over time can become an unhealthy habit leading to feelings of agitation and anxiety (needing the next drink) – people can become dependent on alcohol
- Drinking more than the recommended guidelines can cause damage to the brain and body, illnesses such as cancer, strokes, liver disease and depression

Laws

- It is illegal to give a child under age 5 alcohol
- It is illegal for anyone under the age of 18 to buy alcohol
- Even if someone is over the age of 18, shops can refuse to sell alcohol to someone under the age of 21 (Challenge 21)
- The police can confiscate alcohol from someone they suspect to be aged under 18 in a public place
- It is illegal for an adult to buy alcohol for someone aged under 18 (except where that person buys beer, wine or cider for someone aged 16 or 17 to be drunk with a table meal while accompanied by a person over 18)
- It is illegal to sell to, or purchase alcohol for, someone who is already drunk
- Drink driving is illegal – it is safest for someone not to drink any alcohol if driving

* The UK Chief Medical Officers advise an alcohol-free childhood. If a young person (age 15–17) does drink alcohol it should only be rarely and with guidance of a parent or carer, in a supervised environment (such as at home) and even then, only a small amount should be consumed.

Myths



Clarification of some misinformation regarding the R(S)HE curriculum

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

As part of R(S)HE 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 R(S)HE 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 R(S)HE, 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 R(S)HE 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 R(S)HE. This research, carried out at UCL Institute of Education, fits well with the borough's commitment to faith-sensitive and student-sensitive R(S)HE and informs the borough's plans and training concerning R(S)HE. It is important that whilst faith is respected and also talked about in RSHE, so are other belief systems, and R(S)HE 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 R(S)HE. 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 R(S)HE 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 R(S)HE. 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:



- Read Keir Hardie's draft R(S)HE policy
- Please complete the survey- questions and comments will be taken into account when finalising the R(S)HE policy.
- Parent consultation outcome will be shared with school governors, who will make the final decision regarding our R(S)HE policy.
- Agreed R(S)HE policy will be shared with staff and parents and made available on the school website