



Diocese of Norwich
Education and
Academies Trust

RSHE 2020- PARENTS

Churchside Federation



Changes to how Relationship, Sex, Health Education is taught

From September 2020, RSHE is compulsory for every year group.

The rationale behind this is that the children today live in a very different world with technology and attitudes which are ever changing. This programme sets out to provide the children with a wider understanding of relationships, their own bodies and how to keep themselves healthy and seek help if they need it. It incorporates aspects of online safety as well.

If you would like to read the government guidance, it can be found here:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Use of language

One of the main points which the RSHE guidance discusses is the use of language.

Even though it may feel uncomfortable for us to use specific words to describe the anatomy of a human, it is crucial that we do, and that we use it correctly.

There are several reasons for this:

- If a child is describing a pain or injury to you, it is important to know where the pain is. This language makes this easier as it is more specific.
- If a child has been subject to (or is being subjected to) abuse, it is highly unlikely that their abuser would use the scientific names for body parts. If we use another term, we may in fact trigger a reaction in the child and cause them unintended distress. It also enables the child to disclose information in a more clinical way so you can understand the extent of the abuse.

Key words per year group

EYFS- feelings, comfortable, uncomfortable, hygiene, same, similar, different, like, dislike, difficult, private, special.

Year 1- emotions, feelings, penis, vulva, communication, similarities, differences, disease, bacteria, problem, help.

Year 2- self-esteem, vagina, bullying, unique, personal space, privacy, secret, surprise.

Year 3- aspiration, compliment, self-esteem, penis, vulva, hygiene, relationship, gender, stereotype, testicles, vagina.

Year 4- emotions, empathy, foetus, puberty, public, private, similar, different, identity, marriage, arranged, forced, peer pressure.

Year 5- puberty, penis, erection, wet dream, gender, sex, intersex, transgender, gay, lesbian, personal information, online.

Year 6- body image, homophobic, biphobic, transphobic, vulva, clitoris, circumcision, female genital mutilation, infection, sexually transmitted infection, condom, problems, support, help, trust.

How we are going to teach RSHE at Churchside

We will be teaching RSHE on specific days- 1 day each half term.

This is to enable adequate staffing (each RSHE lesson will be done to a specific year group and must have 2 adults present), and also adequate groupings of children.

The days will be called Healthy Body, Healthy Mind, Healthy Me days and will consist of RSHE, PSHE (Paths) and Online Safety Workshops.

It is important to bear in mind that we are Christian schools and so Christian values are woven into the curriculum, without suppressing the content of what we have to teach.

A working agreement will be made with the children for them to understand what is expected of them in the sessions.

If you are concerned about any of the content which is to be taught to your child, please speak to the class teacher or directly to Mrs Godbold. We would be happy to answer any of your questions. Your right to withdraw is discussed on the next slide.

Right to withdraw

The vast majority of RSHE is compulsory. There is no right to withdraw from Relationships Education or Health Education. Parents and carers are only able to request that their child is excused from sex education, taught outside of the national curriculum for science. If a parent wishes their child to be excused from some or all of the non-statutory sex education, they should discuss this with the Executive Head teacher, making clear which aspects of the programme they do not wish their child to participate in. The Executive Head teacher will outline to the parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead). Once a decision has been made, they must inform the school in writing stating their reasons as to why they would like their child withdrawn.

Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to have their child excused from non-statutory sex education.

The school will document this process.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Long term plan for RSHE



Year Group	Autumn 1- My feelings	Autumn 2- My body	Spring 1- My relationships	Spring 2- My beliefs	Summer 1- My rights and responsibilities	Summer 2- Asking for help
R	Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings.	Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene.	Pupils understand that there are similarities and differences between everyone and can celebrate this.	Pupils can recognise what they like and dislike and feel empowered to make real, informed choices.	Pupils understand the concept of privacy, including the right to keep things private and the importance of respecting another person's right to privacy.	Pupils can identify the special people in their lives, what makes them special and how special people care for one another.
1	Pupils are able to communicate about feelings, to recognise how others show feelings and know how to respond.	Pupils can correctly name the main parts of the body, including external genitalia using scientific terms.	Pupils understand the importance of listening to other people, playing and working co-operatively, including strategies to resolve simple disagreements through negotiation.	Pupils can identify and respect differences and similarities between people, and can celebrate this.	Pupils understand that some diseases are spread, and that they have the right to be protected from diseases and the responsibility to protect others.	Pupils can identify the people who look after them and how to attract their attention if needed.
2	Pupils can recognise and celebrate their strengths and achievements, and set simple but challenging goals.	Pupils can recognise how they grow and will change as they become older.	Pupils can recognise different types of teasing and bullying, and understand that these are wrong and unacceptable.	Pupils can identify the ways in which people and families are unique, understanding there has never been and	Pupils can judge what kind of physical contact is acceptable, comfortable or uncomfortable and how to respond.	Pupils know the difference between secrets and surprises, and the importance of not keeping a secret that makes them feel

				will never be another them.		uncomfortable, worried or afraid.
3	Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to high self-esteem	Pupils know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness.	Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships.	Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy, or one way to be a girl.	Pupils understand the right to protect their body from unwanted touch.	Pupils can identify the difference between secrets and surprise, knowing when it is right to break confidence and share a secret.
4	Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond.	Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.	Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.	Pupils recognise differences and similarities between people arise from a number of factors including family and personal identity.	Pupils know that marriage is a commitment freely entered into by both people and that no one should marry if they don't absolutely want to or are not making the decision freely for themselves.	Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.
5	Pupils can anticipate how their emotions may change as they approach and move through puberty.	Pupils can anticipate how their body may change as they approach and move through puberty.	Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships.	Pupils know the correct terms associated with gender identity and sexual orientation and the unacceptability of	Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared	Pupils have considered how to manage accidental exposure to explicit images and upsetting online material, including who to talk

				homophobic and transphobic bullying.	without their permission.	to about what they have seen.
6	Pupils can recognise how images in the media, including online, do not always reflect reality and can affect how people feel about themselves.	Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female sexual organs.	Pupils realise the nature and consequences of discrimination, including the use of prejudice-based language.	Pupils know some cultural practices are against British law and universal human rights, including female genital mutilation (FGM).	Pupils have an awareness that infections can be shared during sexual intercourse, and that a condom can help to prevent this.	Pupils develop the confidence and skills to know when, who and how to ask for help independently, or with support.
Events:						

Safeguarding

The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to curriculum content, teaching methodologies and supporting resources.

At the beginning of RSHE teaching the class will discuss and create a 'working agreement'.

Confidentiality will be included within this agreement so pupils are clear of the limits of confidentiality that can be guaranteed by a teacher

Distancing techniques such as the use of characters within RSE avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RSHE more accessible to all pupils, including those who may have experienced unhealthy relationships and/or abuse.

Teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. Teachers will also work closely with the school's pastoral system to advise of topic coverage so that the school can be responsive to pupil's pastoral needs, and safeguarding arrangements can be actioned efficiently if required.

Teachers will conduct RSHE lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will immediately inform the named person for child protection issues about their concerns. The designated safeguarding lead will then deal with the matter in line with the Safeguarding policy.

Involving parents and carers

We believe that parents are the primary educators of their children in RSHE and that RSHE is most effective when it is a collaboration between school and home. We therefore wish to build a positive and supporting relationship with parents and carers of children and young people at our school through mutual understanding, trust and cooperation.

The school will provide support to parents and carers through an annual workshop which provides a valuable opportunity to develop awareness of emerging RSHE topics, meet RSHE teachers and review the resources being used as well as consider ways to build on the learning at home, fostering strong channels of communication between parents/carers and their children. The school also operates an open-door policy enabling parents to discuss RSHE at relevant times throughout the school year.



If you have any questions or concerns about anything regarding RSHE, feel free to ask a member of staff.

If you would like a copy of the RSHE policy, please ask the school secretary or download it from the school website.