

RSHE Parent Workshop



Why RSHE?

RSHE (Relationships, Sex and Health Education) is a statutory framework which is taught across primary and secondary schools. It is an important part of our curriculum and delivery of the framework promotes:

- equality
- diversity
- responsibility
- inclusion
- love
- kindness
- pride
- appreciation
- self-esteem
- ethics
- responsibility
- patience
- integrity
- wisdom
- community
- truthfulness
- contentment
- aspiration
- trust
- awareness of self and others



Our Curriculum

In 2019, the DFE launched their statutory guidance. Ahead of the launch we:

- Carried out thorough curriculum research: September 2018 - January 2020
- Kayleigh Cowx and Moji Omole, Samra Malik and Zabina Riaza attended borough RSHE network meetings: September 2019 - ongoing
- Kayleigh Cowx met with Trust RSHE leads Autumn 2019
- Consulted with staff, parents and carers: Spring 2020
- Reviewed and incorporated guidance from local religious leaders
- Ben Levinson and Kayleigh Cowx made adaptations to the curricular based upon consultations: Spring 2020
- Curriculum and survey sent to staff, parents and carers: Summer 2020
- Sharing of resources: Autumn 2020
- Annual sharing of the curricular
- Members of the Newham RSHE network



Previously..

<u>Discussions during consultations</u> <u>You said...</u>	<u>Changes to curriculum</u> <u>We did...</u>
<p>Some families believe the naming of genitalia isn't appropriate for children in KS1. The school believes it is important for children to know this vocabulary before learning about puberty in Y4.</p>	<p>The naming of body parts will be introduced throughout Y1 - 4. Y1: private parts Y2: nipples Y3: genitalia, vulva and penis Y4: testicles, scrotum, breast and pubic hair</p>
<p>Some families believe that photographs of adults in Y2 are inappropriate. Both the school and parents/carers agree that cartoon images are most appropriate</p>	<p>All images used will be in cartoon format and this will not include cartoon images of adults until Y3. Images will be shown to parents/carers before the sessions. Some of the images will no longer be used</p>
<p>Some families requested more online safety content. The school agreed.</p>	<p>Increased online safety content</p>
<p>Some families requested more reference to consent. The school agreed.</p>	<p>Increased content to help children understand the importance of consent within their relationships</p>
<p>Some families believe the reproduction of animals should be taught without images. Where images are used, images of animals are preferred to images of humans.</p>	<p>This is National Curriculum Science content, so the content is compulsory. Pairing vocabulary with images is a key teaching and learning strategy at KPS, so we will continue to use images. Y5 children will learn about the reproduction of animals and plants using images of mammals.</p>
<p>Both parents/carers and staff believe training for the class teachers delivering the sessions is imperative.</p>	<p>All staff have received some training whilst working from home and will take part in a further session once everyone is back in school. Our RSHE lead will support planning for the content parents/carers believe to be more sensitive.</p>

<p>Some families would like their children to be taught the reproduction of humans whilst in primary school, whereas others feel it is inappropriate.</p>	<p>Y6 parents/carers have the option for their child to learn about the reproduction of humans</p>
<p>Some families suggested their children will feel less embarrassed if they are taught in single gender classes. The school believe all RSHE content should be taught in the same way we teach our other curricular: both genders must receive the same education; mixed gender classes support us to reduce the stigma attached to some of the sensitive content; all classes have talk boxes to write anonymous questions</p>	<p>All lessons will be taught in mixed gender groups</p>

Changes to the framework

The framework is currently undergoing a review from the DFE (Department for Education). Once published we will review, consult and implement any necessary changes.

Until then our full curriculum can be found online within our Health Curriculum (Science and Emotional Health).

The following slides show some of our resources.



EYFS

In EYFS we develop our children's understanding of self in many ways, which include self-care and interpersonal relationships.

Children are encouraged to be aware of their own needs and develop age appropriate independence with regard to their self-care.

Throughout their time in EYFS children develop their awareness of themselves and others. We provide an environment that encourages and models good relationships both between themselves and other children and between themselves and familiar adults in the setting.

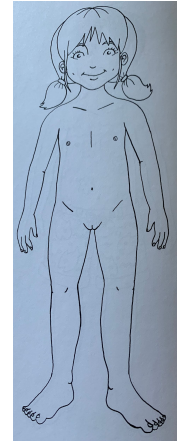
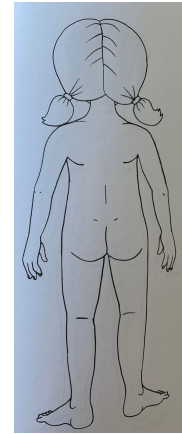
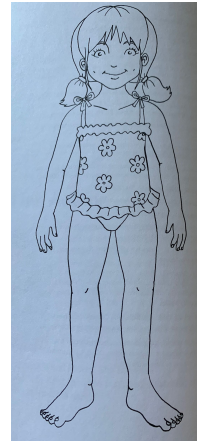
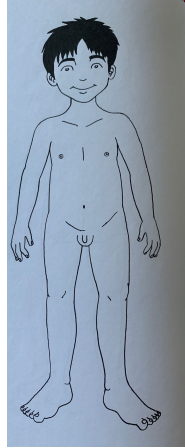
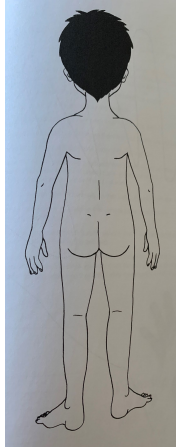
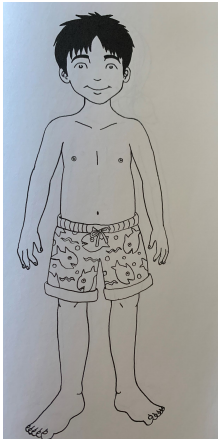
Y1

To know underneath my underwear I have private parts.

To know my private parts are for me.

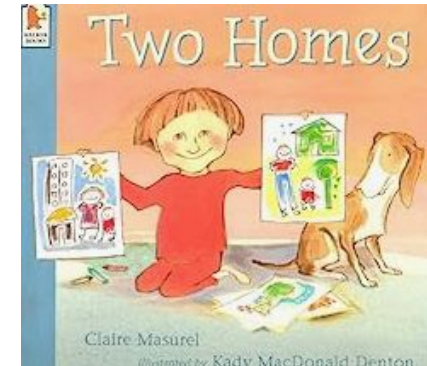
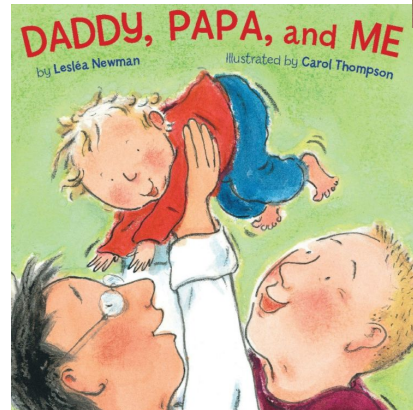
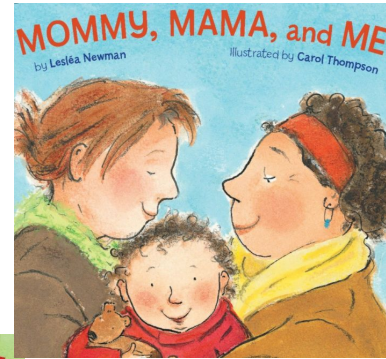
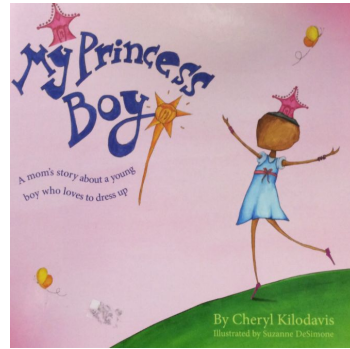
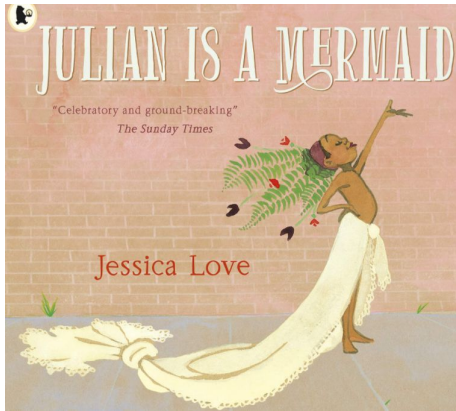
Autumn 1

Images we will use:



Y1

Some texts we might use:



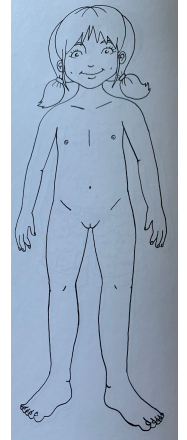
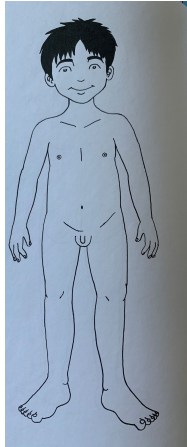
We will add these onto theme maps.

Y2

To know that some animals use their nipples to feed their young.

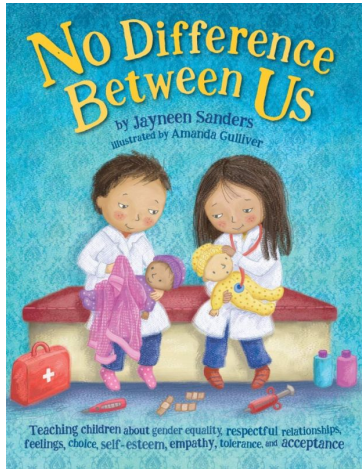
Summer 1

Images we will use:

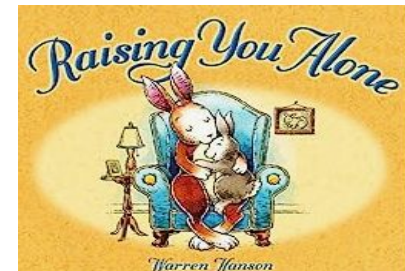
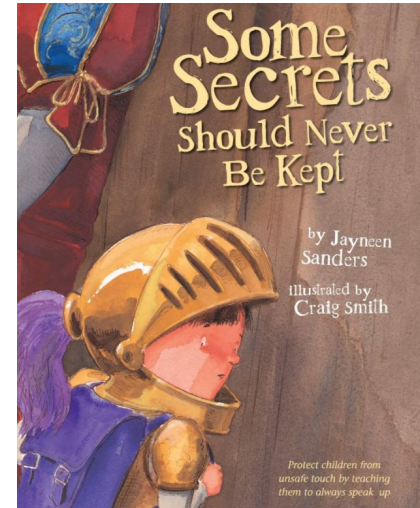
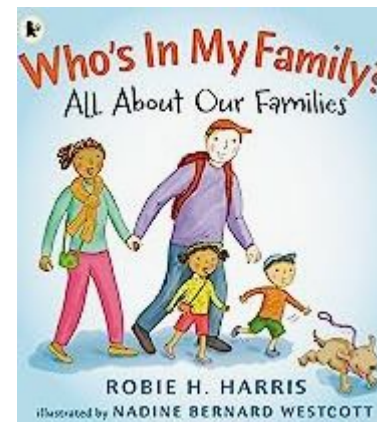
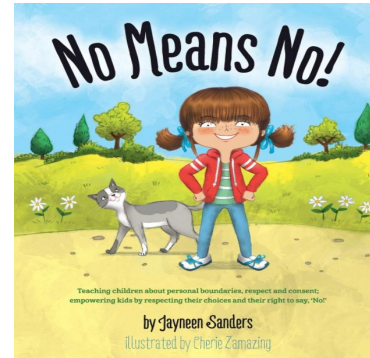


Y2

Some texts we might use:



We will add these onto theme maps.

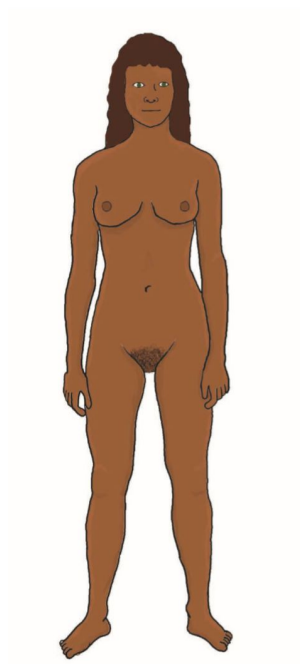


Y3

To name external body parts: breasts, vulva and penis

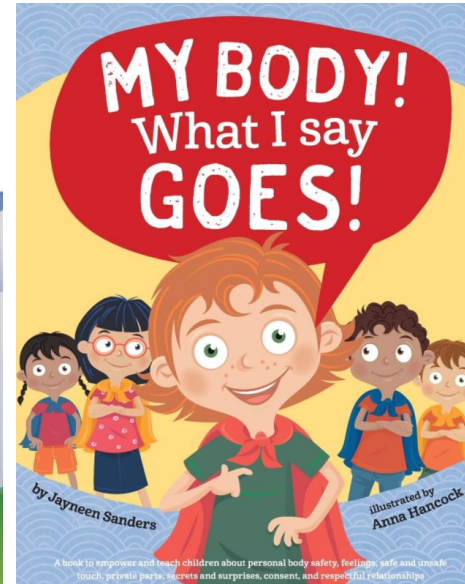
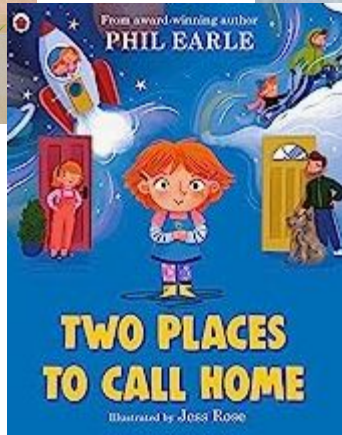
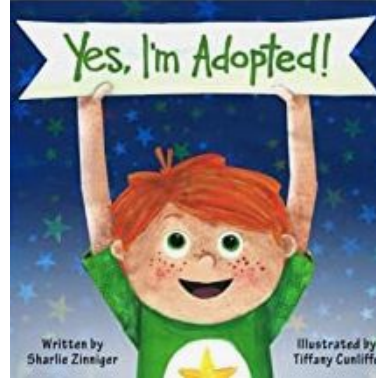
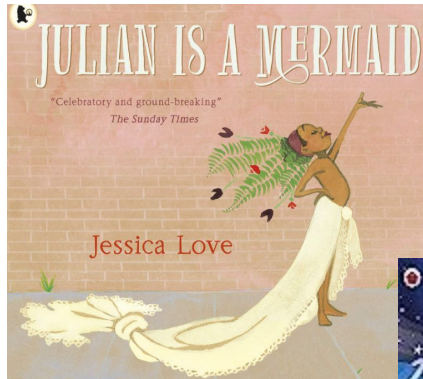
Autumn 2

Images we **will** use:



Y3

Some texts we might use:



We will add these onto theme maps.

Y4

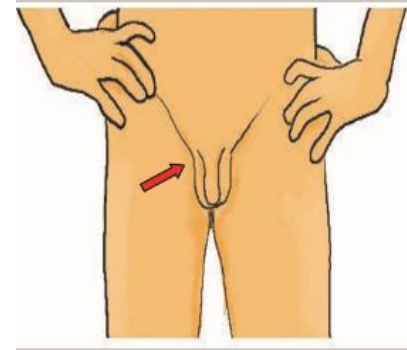
To name external body parts: testicles, scrotum and breasts.

To know puberty is when the body begins preparing for adulthood.

To identify the early stages of puberty.

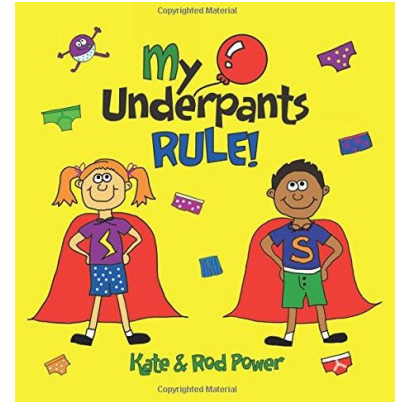
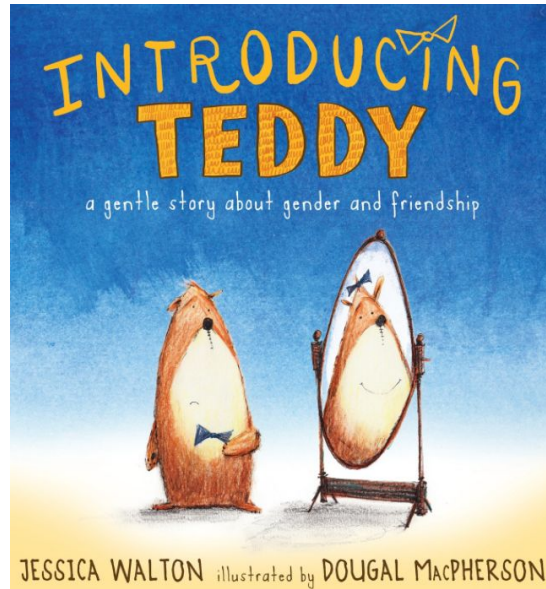
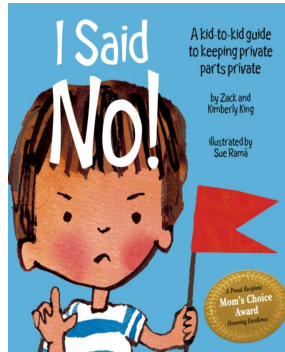
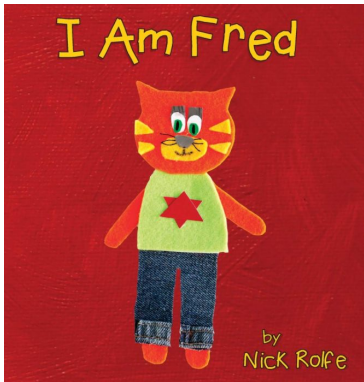
Autumn 2

Images we **will** use:



Y4

Some texts we might use:



We will add these onto theme maps.

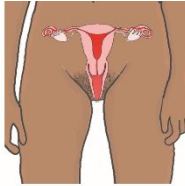
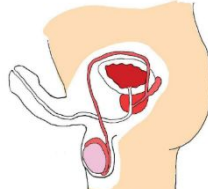
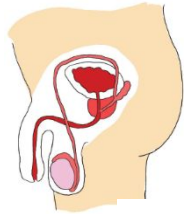
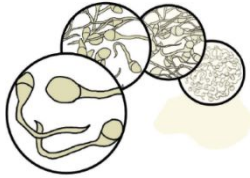
Y5

To describe the changes (physical and emotional) as humans develop to old age including puberty.

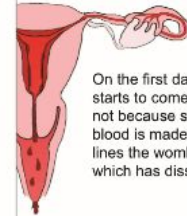
To explore importance of hygiene during puberty.

Autumn 2

Images we will use:



The menstrual cycle starts on the first day of a girl's period.



On the first day of a girl's period blood starts to come out of her vagina. This is not because she has been hurt. The blood is made up of special tissue that lines the womb and a tiny egg, which has dissolved.



The bleeding can last from 2 to 7 days. Sometimes the blood comes out a bit at a time and sometimes there is quite a lot. Girls use sanitary protection to soak up the blood during their period

What is the menstrual cycle? Cindy

When the bleeding stops the period is over. Now the girl's body starts getting ready for a new egg. The womb makes a new lining and another egg develops in the ovary.

Y5

To recognise that living things produce offspring of the same kind, but normally offspring do vary and are not identical to the parents.
To understand the reproduction system in animals, including mammals.

Summer 1

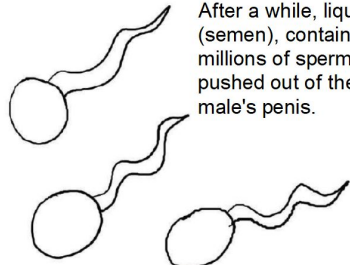
Images we will use:



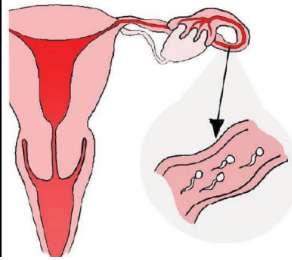
Animals choose to mate (sexual intercourse) in order to reproduce.



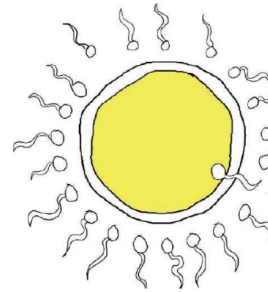
During sexual intercourse, the female vagina takes the male's penis inside it.



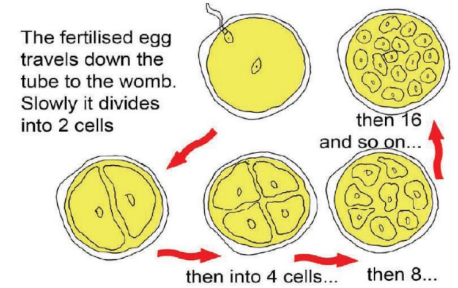
After a while, liquid (semen), containing millions of sperm, is pushed out of the male's penis.



The sperm swim through the uterus and then into the fallopian tube.



If there is an egg in one of the tubes it may join up with one of the sperm. The egg is now fertilised.



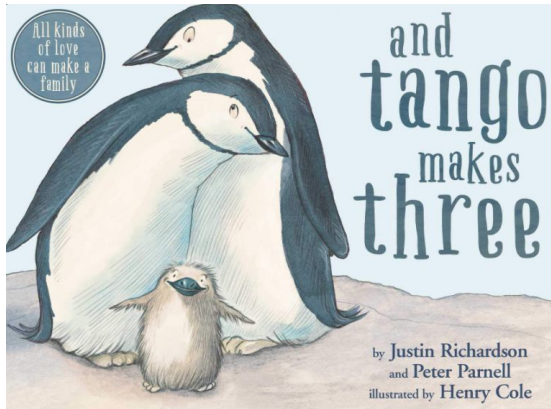
When the cells reach the uterus (womb) they must attach themselves to the side so that they continue to grow.

The period of time it takes an embryo into a fully grown foetus ready to be born is called pregnancy.

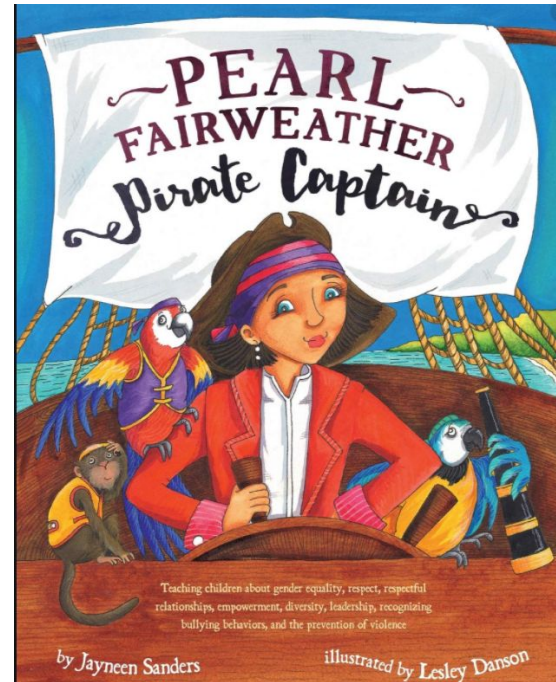
In humans, pregnancy lasts around nine months.

Y5

Some texts we might use:



We will add these onto theme maps.



Y6

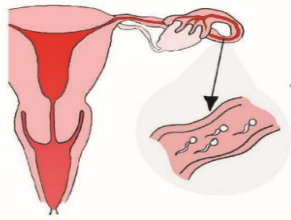
To understand how puberty links to reproduction (resources from Y5)

To understand the reproduction system in humans (non-statutory)

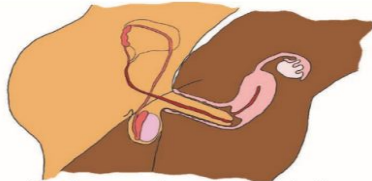
To know humans must consent to reproduction (non-statutory)

Summer 1

Images we will use:



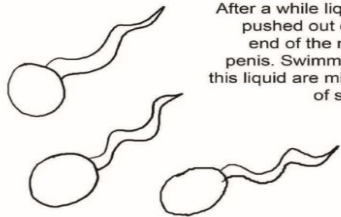
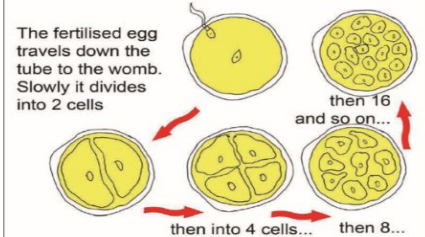
The sperm swim into the woman's womb and then into the fallopian tubes.



Now the woman's vagina can take the man's penis inside it. This is called sexual intercourse. It should feel nice.



When an adult couple are in a relationship they may make love. This is when they take pleasure in touching each other in sexual ways.



After a while liquid is pushed out of the end of the man's penis. Swimming in this liquid are millions of sperm



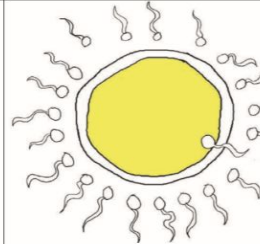
Sometimes when a man and a woman are making love the man's penis gets stiff and the woman's vagina gets slippery.



When the cells reach the womb they must attach themselves to the side so that they can continue to grow.

It usually takes nine months for these cells to become a fully grown baby that is ready to be born.

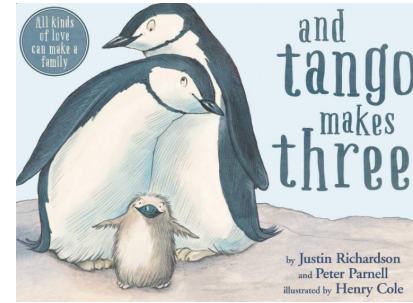
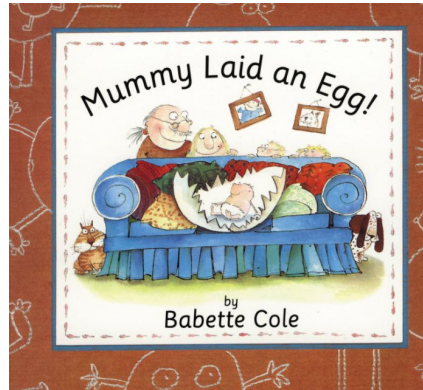
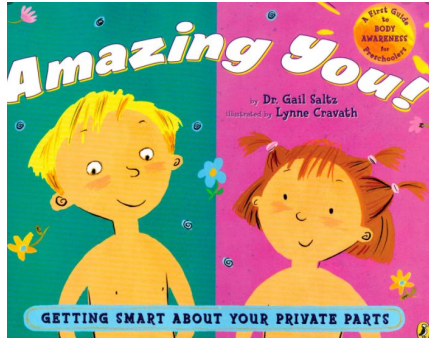
This is called pregnancy.



If there is an egg in one of the tubes it may join up with one of the sperm. The egg is now fertilised.

Y6

Some texts we might use:



We will add these onto theme maps.

