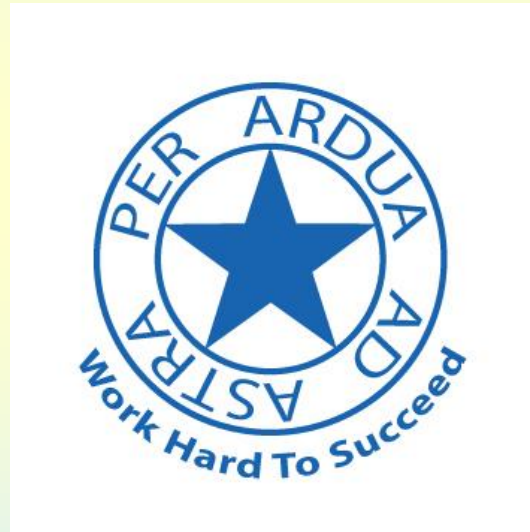


RSHE Parent Talk

January 17th 2025



Garden Suburb Junior School

Agenda

- Introduction
- What is RSHE?
- Government guidance on RSHE (including updates on review)
- Why do we teach RSHE?
 - What does the research say?
 - How is it linked to other subjects?
- What we teach and how we teach it at GSJS
- Differentiation
- Our RSHE policy
- Questions about lesson resources

PSHE Coordinator

- Member of staff at GSJS since 2016
 - 3 years in year 6
 - 3 years in year 5
 - In 3rd year of year 3 and Year 3 Team Leader
- PSHE (including RSHE) coordinator since September 2019
- Travel Plan Coordinator since 2019 – have maintained Gold Award Standard (holding over 25 consultations about travel per annum)
- Elected Teacher Governor since 2020
- Website Coordinator
- Wellbeing Lead – worked closely with governors and staff on wellbeing at school
- Counselling diploma & extensive CPD

What is Relationships and Sex Education (RSHE)?

RSHE stands for relationships, sex and health education.

“In primary schools, the subjects should put in place the key building blocks for healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy”

The Education Hub, Gov.uk

The aims of the RSHE programme are that it should enable all pupils to:

- develop confidence in talking, listening and thinking about feelings and relationships
- be able to name parts of the body and describe how their bodies work
- be prepared for puberty
- to understand that the life process of humans includes growth and reproduction
- to recognise the pressures of unwanted physical contact
- know how to protect themselves and ask for help and support.

Government requirements

- Relationships education has been compulsory for pupils in primary education since September 2020.
- This means that all children must attend relationship lessons and cannot be withdrawn from classes.
- The only exception is the conception lesson which is taught in year 6. If parents want to withdraw from this lesson, we need written consent from parents to withdraw their children.
- This change was made to ensure that children receive clear information about their rights over their own bodies and their responsibilities towards others when dealing with their peers, families and adults both in real life and online. It is also to ensure respect and tolerance in relation to equalities issues.



Recent Government updates

Schools were written to last academic year to ensure that parents were given prior notice about the teaching of RSHE and that, if parents request it, they are able to access the curriculum content.

We are proud to say that this was already part of our practice at GSJS.

Additional guidance was published in 2024, following a review.

New guidance for primary schools is as follows:

- In primary school, we've set out that subjects such as the risks about online gaming, social media and scams should not be taught before year 3.
- Puberty shouldn't be taught before year 4 – our puberty lessons are delivered to year 4 and 5 pupils
- Sex education shouldn't be taught before year 5, which is when pupils learn about conception and birth as part of the national curriculum for science.
- We are also making clear that the concept of gender identity – the sense a person may have of their own gender, whether male, female or a number of other categories – is highly contested and should not be *taught*. This is in line with the cautious approach taken in our guidance on gender questioning children.



Safeguarding

Online safety

Family/school partnership

Why teach RSHE?

Research

To prepare children for the secondary school curriculum

Incorrect information from peers

News and social media

Research

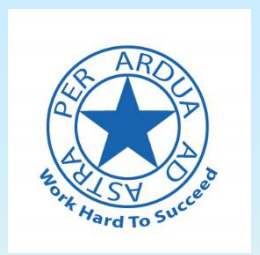
- The Children's Commissioner Office commissioned a nationally representative survey of 3,022 children aged 9-17 in full-time education in England. The survey was carried out between March 19th-22nd 2022. All findings are weighted to ensure that data is representative of all England children aged 9-17.
- Across all topics, the majority of pupils reported the lessons being helpful. The most helpful topics were economic wellbeing (88% said this was helpful) and budgeting (87% said this was helpful) and the least helpful topics were relationships (70% said this was helpful) and emotional wellbeing and resilience (77% said this was helpful).
- 63% felt they learned about things they didn't already know
- 68% reported they learn about things that mattered
- 60% said they had been able to use what they learned in PSHE in everyday life
- 81% said PSHE involved a lot of discussions
- 44% of children talked about issues in PSHE that don't get talked about at home.

RSHE Curriculum Links

RSHE does not function in schools in isolation. It provides preventative education that safeguards children and young people and is needed to fulfil the statutory “Keeping Children Safe in Education” guidance – *Sec Ed*

- **Science Curriculum** – life cycles, humans including animals, body parts and their function
- **Personal, Social, Health and Economics Education (PSHE)** – physical and mental wellbeing, developing independence and responsibility, transition to secondary school, having positive relationships, consent and boundaries
- **Computing** – Online Safety
- **British Values** – Tolerance and Respect
- **Safeguarding & Keeping Children Safe in Education**

When RSHE is taught?



All years are taught RSHE during the spring term. This gives them the autumn term to settle in to their classes. It also links to several of the science units which are based on life cycles / humans including animals.

Letters are sent to parents, two weeks prior the start of the first lesson, so that parents are able to meet with class teachers / PSHE coordinator / Designated Safeguarding Lead if they feel it is relevant to the wellbeing of their child during these lessons.

Year 6 are taught their unit of RSHE at the end of the spring term, when we feel that they are ready for it. When parents receive their letters, they will have the relevant contact details if they would like to withdraw from lesson 3 (the conception lesson).

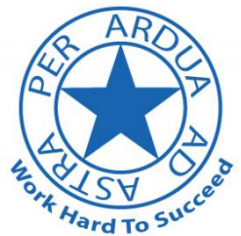
At GSJS, we teach children about:

- scientific anatomical names
- puberty and the physical development of their bodies as they grow into adults
- respect for their own bodies
- that there are different types of families, all of which have equal value
- relationship issues and boundary setting
- respect for the views of other people
- inappropriate physical contact, and what they should do if they are worried about any inappropriate physical contact
- the way humans reproduce (year 6)



We teach RSHE on the understanding that:

- it is taught in the context of family life
- it is part of a wider process of social, personal, spiritual and moral education
- children should be taught to have respect for their own bodies
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity
- it is important to build positive relationships with others, involving trust and respect
- children need to learn the importance of self-control.

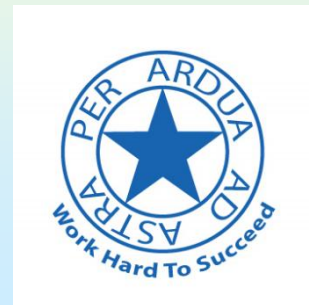


Christopher Winter Project

We use the Christopher Winter Project as an RSHE scheme. It has been quality assured by the PSHE Association and has come highly recommended during PSHE network meetings. At the end of our session, we will have the lesson plans and resources provided available at the front of the room.

Last year, we also had 1-1 workshop sessions with Barnet's Partnership for School Improvement PSHE lead, Tania Barney, to ensure our PSHE and RSHE provision was excellent.

During our recent Ofsted, personal development was highlighted as one of our strengths.



Latest Ofsted report feedback on PSHE

- Leaders know pupils and their families well. Leaders said that the school is always there to **support their community**. The views of parents and carers echo this.
- All pupils, including those with special educational needs and/or disabilities (SEND), are **supported by staff to do their best**. As a result, they enjoy their studies and typically **develop knowledge successfully**.
- Leaders and staff also want **all pupils to discover their talents and to celebrate them**. Pupils said they really **value these opportunities**.
- Pupils **behave well**. They are **calm, focused and engaged** in lessons. When taking part in discussions, pupils **listen and respond to each other respectfully**. They are polite and well mannered to their peers and to adults.
- Pupils **feel safe** at school. Bullying is not tolerated and is sorted out quickly.
- **The school's work to support pupils' wider development is strong**. Pupils learn about **inspirational and diverse role models** in modern Britain, as well as about **life and culture in other countries**.
- In their lessons, pupils **discuss and debate current issues**. They **respect each other's views** and understand that they might have different opinions about things.

Relationships Unit

Year 3- Valuing differences and keeping safe

Differences: male and female

Personal space

Family differences



Year 4- Growing up

Growing and changing

What is puberty?

Puberty changes and reproduction

Year 5- Puberty

Talking about puberty

Male and female changes

Puberty and hygiene

Year 6- Puberty, relationships and reproduction

Puberty and reproduction

Understanding relationships

Conception and pregnancy – optional

Communication in relationships



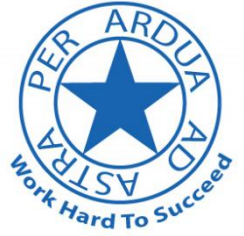
Drugs and Alcohol Unit

Year 3- Smoking

Why people smoke

Physical effects of smoking

Smoking and society



Year 4- Alcohol

Effects of alcohol

Alcohol and risk

Limits to drinking alcohol

Year 5- Legal and Illegal drugs

Legal and illegal drugs

Attitudes to drugs

Peer pressure

Year 6- Preventing early use

Cannabis

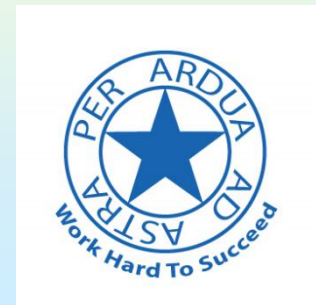
Volatile Substances Abuse and getting help

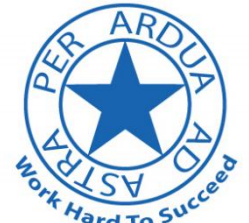
Help, advice and support



The teaching methods for RSHE include:

- Ground rules set with a reminder at the beginning of each lesson
- Class activities and discussions
- Games and worksheets
- Pupil reflection- anonymous questions





RSHE Lesson Ground Rules & Anonymous Questions

- Children will be told not to discuss personal matters concerning themselves or their family during RSHE lessons, or to ask teachers personal questions.
- Before teaching RSHE, children need to understand there should be confidentiality within the class - so that they know what they say will not be repeated in the playground.
- Anonymous questions allow them the opportunity to ask questions that they may feel are more private or to address misconceptions from the lesson.
- Teachers read anonymous questions privately and address relevant / appropriate questions in following sessions.

EXAMPLE GROUND RULES

I will show respect to others by listening carefully.

If I feel uncomfortable or like giggling, I will look down and take deep breaths until I am calm. I will try to not to distract others.

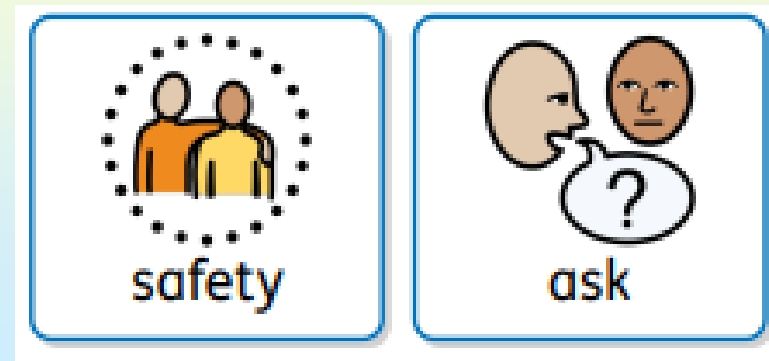
I will not share personal stories as it might make other people uncomfortable.

I am allowed to discuss what I have learnt with my adults at school or at home but I will not discuss it with other children.

All lessons are differentiated to ensure that they are accessible to our learners.

This could look like;

- Widgeits of key words sent home in advance for parents to discuss with their children
- Pictorial prompts and visual representations during lessons
- Smaller group sessions led by our SENCO, Mrs Goldman
- Support from Class Teacher / Teaching Assistants during class or group discussions
- Pre-teaching about important RSHE/PSHE topics through interventions such as Social Skills / Social Stories / Zones of Regulation
- Practical hands on resources (where relevant)
- Collaboration with parents

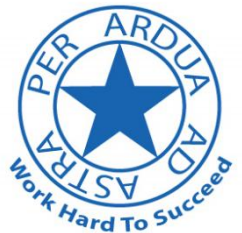


The RSHE policy at Garden Suburb Junior School was created in consultation with

- Governors (including parent and teacher governors)
- Other professionals – BPSI training lead
- Teaching staff

The RSHE policy is available on our school website:

www.gardensuburbjunior.co.uk



Our policy and practice is also influenced by:

1. Guidance on good practice from:

- PSHE Association
- Local Authority
- Government surveys

2. Feedback from Parents – survey in 2024

3. What we feel is appropriate and relevant to our pupils

