

RSHE at Berger

Parent consultation meeting



Our Vision



From 2020, the teaching of relationships education and health has become compulsory in applicable primary schools in England. This will support all young people to be happy, healthy and safe: equipping them for life as adults in British society.

At Berger Primary School we believe that Personal Social and Health Education (PSHE) and Citizenship help to give pupils the knowledge, skills and understanding they need in order to live confident, healthy and independent lives. Becoming informed and active is crucial to growth as responsible citizens. We also maintain that the teaching of Sexual Health is essential and will be included in our PSHE curriculum.

2. Statutory Requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSHE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.



“The internet can transform children’s lives – for better or for worse. It can open up a new world of entertainment and information and allow children to learn in new and unexpected ways. At the same time, it may also expose them to unknown and unprecedented dangers. There are concerns, for adults and children alike, that the internet can be used to invade personal privacy, peddle disinformation and pornography, and even threaten democracies.”

UNICEF Report 2019

Our Curriculum

Living in the Wider World (Autumn)

- Rights and Responsibilities
- Staying safe in the community
- Online safety
- Environment and money

Relationships (Spring)

- Feelings and emotions
- Valuing differences
- Healthy relationships

Health and Wellbeing (Summer)

- Healthy lifestyles
- Growing and changing
- Staying safe

Through Science children will be required to learn key aspect of Sexual Health

Education:

EYFS

Understanding and naming their bodies, including the correct name for genitalia.
Personal boundaries.

Understanding that female and male bodies are different, but that gender does not limit what you can do or what you are supposed to do.

Key Stage 1

- Identifying, naming, drawing and labelling the basic parts of the human body and say which part of the body is associated with each sense. (Year 1)
- Notice that animals, including humans, have offspring which grow into adults. (Year 2)

Key Stage 2

- Describing the difference in the life cycles of a mammal, an amphibian, an insect and a bird. (Year 5)
- Describing the life process of reproduction in some plants and animals. (Year 5)
- Recognizing that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. (Year 6)

Through PSHE and P4C, children will take part in a variety of workshops tailored to their level of maturity that will be delivered by external professionals. These

workshops, continued by Class Teachers, will cover the following subjects:

- Puberty
- Looking after your body
- Understanding health and wellbeing
- Emotional wellbeing
- Healthy-eating and hygiene
- Internet safety and cyberbullying
- Anti-bullying
- Resisting and managing peer pressure
- Healthy Relationships, including violence against women.
- Gender roles and normativity
- Homophobia and Bullying
- Drug Awareness
- Understanding of basic economic health and economic wellbeing

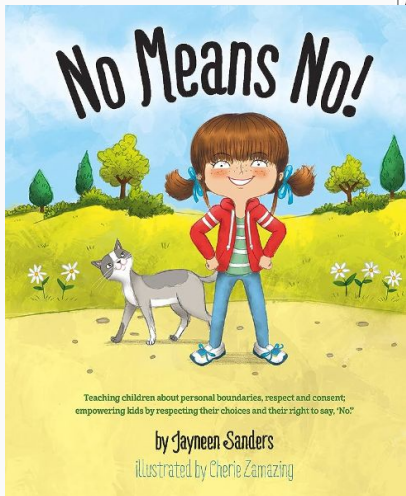
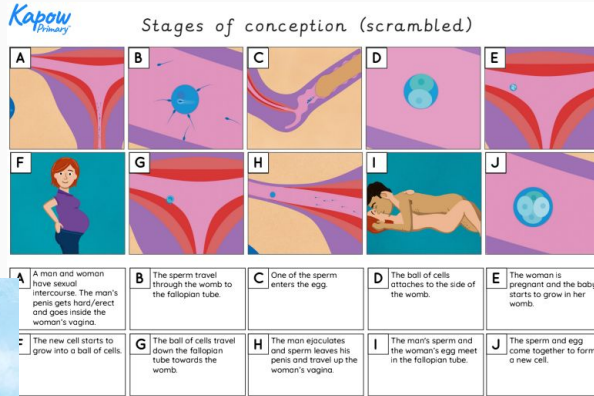
Year Group/ Term	RSE Objective (Red has the right to withdraw)
EYFS - Spring 2	<p>Understanding the concept of gender as a construct. Discussing the differences and similarities between boys and girls, naming body parts including the correct name for genitalia.</p> <ul style="list-style-type: none"> - I can say if I think I am a boy or a girl - I can see that being a boy or girl does not mean I like certain things or act a certain way. - I can say if I have a penis or a vulva
Year 1 - Spring 2	<p>Privacy in the toilet, setting boundaries, continuing to use the correct name for body parts, including genitalia. Who to trust and who to cuddle.</p> <ul style="list-style-type: none"> - I can explain why we need privacy in the toilet - I can say if I have a penis or a vulva - I can say who is okay to cuddle and who is not. <p>(PANTS) non optional</p>
Year 2 - Summer 2	<p>Growing and changing. Naming parts of the human body. Correct names for body parts including genitalia.</p> <ul style="list-style-type: none"> - I can name my body parts including my genitalia
Year 3 - Spring 2	<ul style="list-style-type: none"> - I can define diversity, including race, sexual orientation and gender. - (RSE) I can use the correct vocabulary for body parts, including the correct name for genitalia .
Year 4 - Summer 2	<p>Changes at puberty.</p> <ul style="list-style-type: none"> - I can tell how bodies begin to change at puberty. - I can explain what emotional changes this might cause. - I can use the correct vocabulary for genitalia. - I can explain what other changes might happen in life and how they might affect me.
Year 5 - Summer 2	<p><u>(Growing and Changing: (NOT OPTIONAL)</u></p> <ul style="list-style-type: none"> - I can describe gender as a construct - I can explain what homophobia is and its relationship to bullying. - I am aware of some emotional changes that happen during puberty and how these might impact the way we are around others.
Year 6 - Summer 2	<p>Introducing the idea that certain relationships will lead to human reproduction through sexual intercourse and the part that menstruation plays in it.</p> <ul style="list-style-type: none"> - I can define human reproduction. - I can define sexual intercourse. - I can define menstruation and the role it plays in reproduction. - I can name body parts including the correct name for genitalia.

Berger Together



At Berger we are committed to promoting equality and inclusion and preventing discriminatory behaviour. We will ensure (in line with our statutory duties under the Equality Act) that no aspect of school life, including RSHE lessons, discriminates against a member of the school community due to a protected characteristic. This includes, but is not limited to: socio-economic background, ethnicity, disability, religion, nationality, age, gender (including transgender), family structure or any other protected characteristic.

Teaching methods



resources

- Teachers will create an environment that is safe and respectful. They will establish rules before the lesson, and at all time encourage discussion, always ensuring that what is inappropriate is made clear.
- Children will also have the chance to post questions or raise issues into a box that only the teacher will go through. To create a sense of anonymity.
- Teacher will use roleplay or stories/videos to depersonalise
- At times, experts will come in to deliver workshops (Young Hackney/Doctors/Nurses)



Opting out

Parents will be able to withdraw children from certain Sex Education lessons only. Relationships and Health Education are mandatory. When a Sex Education objective is taught in Science, this is also mandatory, as long as it is covering that year groups curriculum.

Each time a Sex Education lesson will take place, the class teacher will send out a letter, informing you of what they will learn and whether opting out is possible.

It is our recommendation that if you wish to opt out, you do so from the lesson, and not from the whole RSHE curriculum, as you may be happy with some of the objectives.

You will find withdrawal forms on our website and hard copies in the office.

Thanks!

