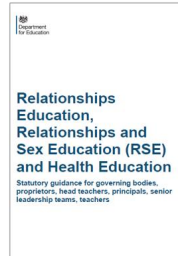


RSHE: CONSULTATION



THE
DIOCESE OF
SHEFFIELD
ACADEMIES
TRUST



Parent Session 1

Wednesday 23rd June
2021



STRUCTURE OF TODAY'S SESSION



1. INTRODUCTION
2. EXPLAIN THE CONSULTATION PROCESS
3. WHAT IS RSHE AND WHY IS IT IMPORTANT?
4. UNDERSTANDING THE STATUTORY GUIDANCE
5. WHAT HAS TO BE TAUGHT OR ADDRESSED
6. MYTH BUSTER!
7. WHAT ARE PARENTS WORRIED ABOUT?
TIME TO TALK: BREAKOUT ROOMS
8. ***WHAT NEXT?***

PARENTS/CARERS AS PRIME EDUCATORS



Teaching at school will complement (NOT REPLACE) and reinforce the lessons families teach their children as they grow up.

COMMON PRINCIPLES

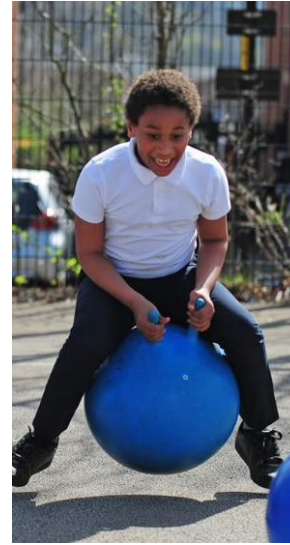
- We all want what is best for children.
- We want to protect children and to keep them safe.
- We want children to be healthy and happy. High quality RSHE is part of this.



VALUES DRIVEN



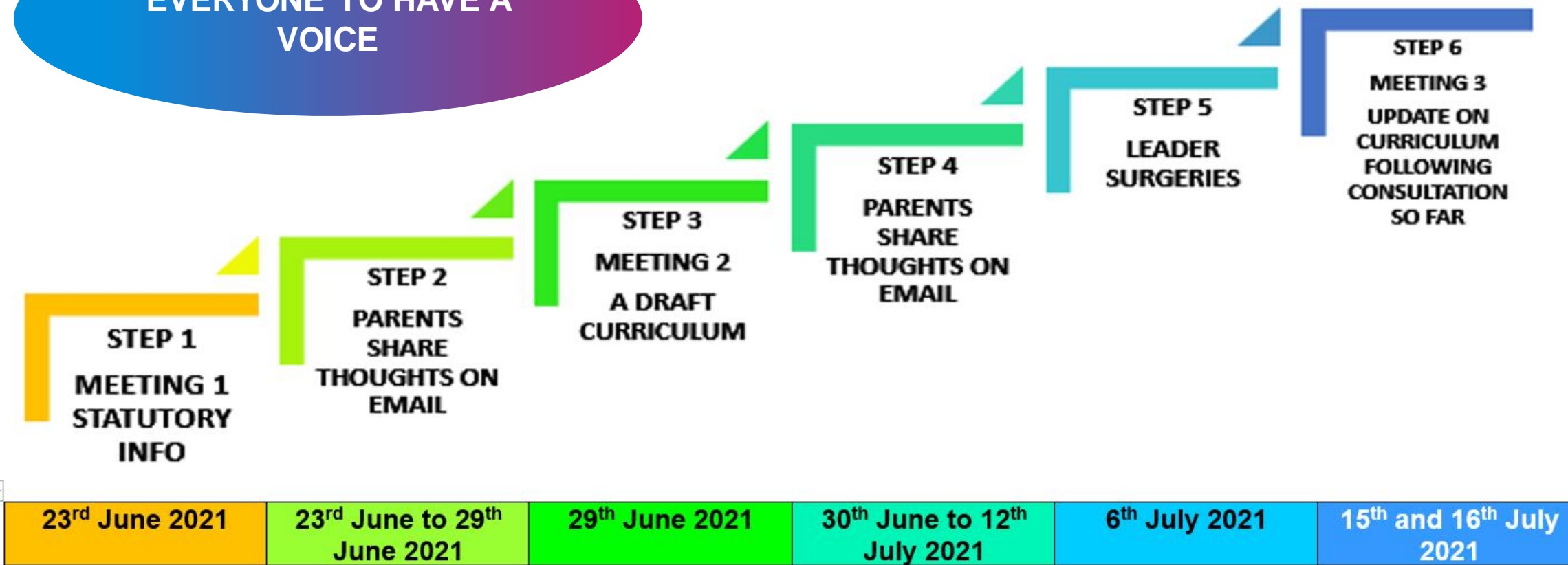
Age appropriate



As a child grows and changes so does their curriculum

2. CONSULTATION PROCESS

EVERYONE TO HAVE A VOICE





BEYOND CONSULTATION

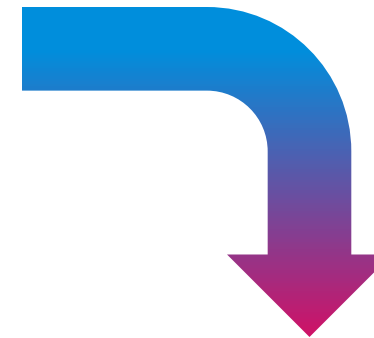


TERMLY
MEETS AND
WORKSHOPS



ANNUAL
REVIEW

Supporting families as prime educators



Parent workshop to increase parental knowledge of what is being taught that term in RSHE

Lessons take place in class



Support materials sent home for parents to share with their child

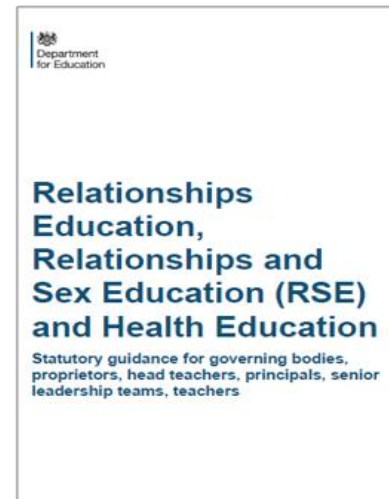
Sheffield Consultation



- Young People
- Parents
- Faith leaders (Muslim, Protestant and Catholic groups)
- Community leaders
- Charities: Sheffield Futures, Crest, SayIt
- SACRE (Standing Advisory Council on Religious Education)
- Experts in Diversity
- Sheffield and Sheffield Hallam universities
- Parents
- NHS
- The council and Learn Sheffield
- Elearning Team
- Public Health
- Schools: Staff and Governors
- Religious Advocacy group: Faithstar

3. What is RSHE and why is it important?

RELATIONSHIPS, SEX AND HEALTH EDUCATION CURRICULUM



THE WORLD IS MORE COMPLEX THAN EVER!

INFLUENCES AND CONSIDERATIONS

- *The internet*
- *Television*
- *Social media*
- *Other media*
- *Friends*
- *Family*
- *School*

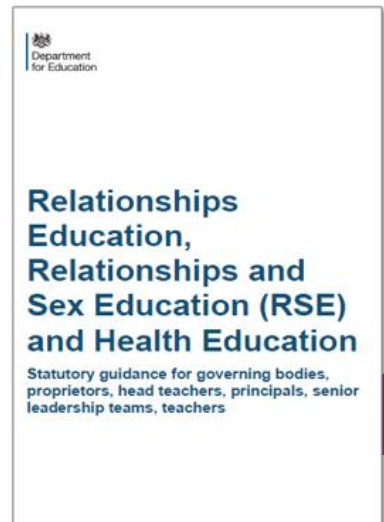


HIGH QUALITY RSHE HELPS SCHOOLS....

- To create safe school communities
- To keep children safe on and off line
- To prepare children and young people for the challenges, opportunities and responsibilities of adult life.
- To have positive impact on children's health and wellbeing and their ability to achieve
- To fulfil their statutory duties to protect and safeguard



4. UNDERSTANDING THE STATUTORY GUIDANCE



THE STATUTORY GUIDANCE: KEY MESSAGES

- **Relationships education** is now **COMPULSORY** for all primary age pupils (from September 2020).
- **Health education** is now **COMPULSORY** for all pupils in all state funded schools.
- **Sex education** is **NOT COMPULSORY** in primary schools and schools must allow parents to withdraw their children where requested.

THE STATUTORY GUIDANCE: KEY MESSAGES



All of the compulsory elements MUST be:

- 1. Age appropriate*
- 2. Developmentally appropriate*
- 3. Taught sensitively*
- 4. Taught inclusively*
- 5. Taught with respect of backgrounds and beliefs of children and families.*

THE STATUTORY GUIDANCE: KEY MESSAGES

The curriculum is there to develop personal attributes so children are able to recover from knocks and challenging times.'

Schools have the flexibility to shape the curriculum accordingly to the needs of pupils and the communities

Schools should encourage the development of resilience and other character traits: perseverance, self-belief, self-respect, honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

5. What has to be taught? When?

OVERVIEW OF EXPECTATIONS

Relationships Education (Primary)	Physical Health and Mental Well Being (Primary)
Families and People who care for me	Mental Wellbeing
Caring Friendships	Internet Safety and Harms
Respectful Relationships	Physical Health and Fitness
Online Relationships	Healthy Eating
Being Safe	Drugs, alcohol and tobacco
	Health and Prevention
	Basic First Aid
	Changing Adolescent Body

Teaching about Relationships and Families

- What is friendship?
- How to be a good friend: turn taking, being kind, showing respect and being honest.
- Understanding personal space and boundaries beginning with negotiations about space, toys and books in play.
- Understanding appropriate and inappropriate contact
- Developing a strong understanding of positive relationships: ones that lead to happiness and security.
- Positive and safe online relationships
- Teaching about families requires sensitive and well judged teaching. Key teaching is linked to:
- Families can look different (Traditional family set up- mum and dad, single parent families, families headed by grandparents, LGBT parents, foster families, older adult sibling as carer adoptive families etc) **NO STIGMATISATION IS THE AIM**
- Families, even if they look different are also characterised by love and care.

POSITIVE REPRESENTATION AND AWARENESS BUILDING

Tackling Discrimination

'Schools must be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated'.

We are teaching children not to be afraid of difference but to celebrate difference



PROTECTED CHARACTERISTICS

- ✓ **Age**
- ✓ **Sex/Gender**
- ✓ **Race**
- ✓ **Disability**
- ✓ **Religion or belief**
- ✓ **Pregnancy/maternity**
- ✓ **Marriage/civil partnership**
- ✓ **Sexual orientation**
- ✓ **Gender reassignment**



6. Myth Buster!

Myth

Truth

My child will have to learn about sex.

Sex education is not compulsory until secondary school.

My child will be shown images or videos that I do not want them seeing.

The Framework does not require schools to share any images or videos. We will share all teaching materials with you.

My child will be exposed to ideas, beliefs and concepts that they are too young for.

The Primary Framework does not specify *when* concepts have to be taught. We will agree all content with you.

My child will be told that they have to agree with or believe in things that go against our religion.

The Framework states that 'the religious background of the pupils must be taken into account when planning teaching,' and that pupils should be taught how to 'respect differences'.

Certain lifestyles will be promoted.

The Framework states that pupils should know 'that other families sometimes look different from their family and that they should respect those differences.'



7. WHAT ARE PARENTS WORRIED ABOUT?

TIME TO TALK: BREAKOUT ROOMS

8. Next Steps

OPTIONS CONSIDERED TO DATE:

1. Sheffield Curriculum
2. Develop use of RSE topics in Jigsaw



Next Steps (See consultation for next sessions)

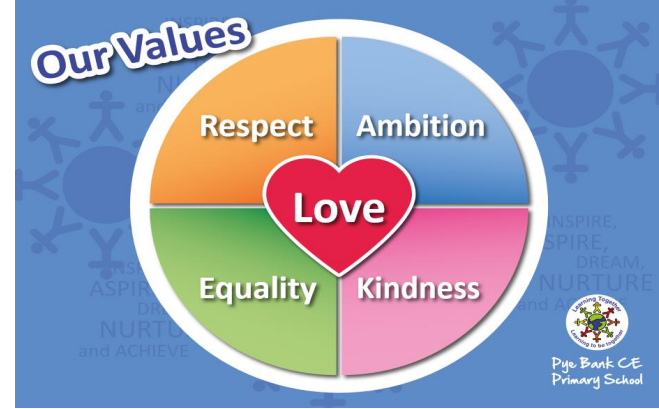
- Review Jigsaw in light of feedback we have received/will receive from parents
- Consider how content can be adapted to suit our context and community
- Review our Science and PE
- ***Share the draft approach with parents: Content and vocabulary***
- Share information about requesting their child to be withdrawn from Sex Education
- Share with parents what we will say and do if children ask questions beyond what parents have been informed
- ***By end of consultation share the 'agreed' curriculum progression and materials***

HOW CAN I SHARE MY VIEWS OR ASK QUESTIONS?



-
- Email: consultation@pbp.dsat.education
 - Talk to a member of the team at the gate
 - Give us a call
 - Write us a letter
 - Attend future meetings
 - Book a 'Leader Surgery'

PARENTS AS PRIME EDUCATORS



THANK YOU FOR
ATTENDING

