

RSHE and Protective Behaviours at Temple Meadow



Temple Meadow
Primary School

Growing together, learning together

A parent's guide



RSHE

The statutory RSHE guidance came into effect in September 2021. It is split into two parts: Relationships Education, Relationships and Sex Education (RSE) and Health Education. Each of these is split into strands that must be covered in schools.

RSE (relationship and sex education)	Health education
<ul style="list-style-type: none">•Families and people who care for me•Caring friendships•Respectful relationships•Online relationships•Being safe	<ul style="list-style-type: none">•Mental wellbeing•Internet safety and harms•Physical health and fitness•Healthy eating•Drugs, alcohol and tobacco•Health and prevention•Basic first aid•Changing adolescent body

Coverage

Most of this content is covered within our Learning 4 Life Curriculum (L4L). Key aspects, such as the changing adolescent body, drugs, alcohol and tobacco and healthy eating are taught through the Science curriculum. We often use external agencies such as DECCA and the school nurse team to enhance our provision of these topics. As these are part of the Science National Curriculum, parents are not able to withdraw their child from these sessions. We will always communicate with you to advise when these sessions will be taking place.

Sex Education

At Temple Meadow, each year the Governing body review the school's RSHE policy and agrees for Temple Meadow to deliver sex education sessions should it feel this is necessary. Should we choose to deliver these sessions, they will take place in the Summer term of Year 6 and cover the following content:

- Changes that adolescence brings (recapping the Year 5 puberty Science Curriculum content)
- How a baby is conceived (sperm and egg fertilising) and born (vaginal). We do not cover how a baby is conceived and therefore do not talk about contraception.

The intention of covering this content is to prepare all pupils for the changes that adolescence brings and to support their understanding and future safety. Parents do have **the right to withdraw their children from these sessions only.**

Our plan would always be proactive communication with parents prior to the session and arranging a parent information session in which the resources that we plan to use would be shared.

Protective Behaviours

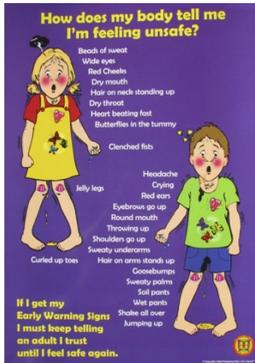
Protective Behaviours is a framework for personal safety consisting of two themes and seven strategies. This is very different from the 'lock your doors', restrictive approach to personal safety - it is a dynamic, confidence building, empowering approach that links safety with having adventures and taking risks.

The 'Continuum of Safety'

- Feeling safe - safe place
- Fun to feel scared - roller coaster, bungee-jump, scary movie etc.
- Risking on purpose - may not be fun but we want the outcome
- Feeling unsafe - may not have 'Choice, Control or Time-Limit'
- Early Warning Signs - our body telling us we don't feel safe



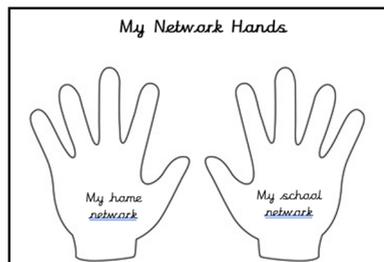
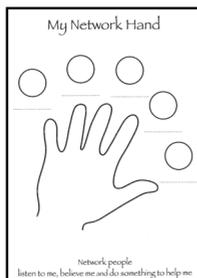
The two themes are 'We all have the right to feel safe all of the time' and 'We can talk to someone about anything, no matter how awful or small'. We teach children that with rights come responsibilities, and this is reflected in our one school expectation 'be ready, be respectful, be safe'.



The continuum of safety helps children to understand the different levels of safety and how to understand the Early Warning Signs that their bodies give them.

We teach the children to explore their individual Early Warning Signs to allow them to identify them and communicate to a trusted adult when they are feeling unsafe, physically or emotionally. A key part of this is the development and regular review of Network Hands.

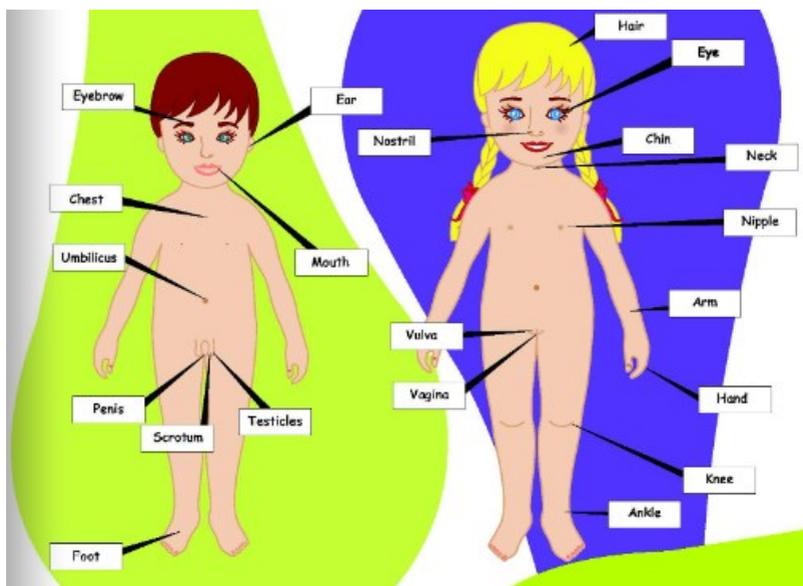
Network hands ask each child to identify a minimum of 5 trusted adults that they feel comfortable to talk to about anything, no matter how awful or small. This can be school and/or home adults. As children progress through school we explore the different networks they may need dependent on where they are (e.g. home, school, clubs etc). We also actively teach children how to contact emergency services (999) and how to access ChildLine services provided by the NSPCC charity.



Safe touch and personal safety

As part of our Protective Behaviours ethos, we do teach children about safe and unsafe touch. A key part of this is children being empowered to talk appropriately about all of their body parts, using the scientific names for all body parts to ensure there is no confusion and appropriate medical or safeguarding help can be provided.

Right from when pupils join us in Nursery we teach the correct scientific names for all body parts, including those that are the private parts of the body (which includes our mouth). We teach children about the importance of consent and when it would be appropriate for someone to look at or touch their private parts e.g. intimate care with toileting, medical need.



We understand that some families may wish to use alternative names for private body parts at home and respect that; however we will always insist that children use the correct scientific terminology at school when children are communicating with adults to ensure no misunderstandings. This is a key part of our safeguarding culture and practice at Temple Meadow.

Further support

If you require any further information regarding RSHE or Protective Behaviours, please see our school website or speak with Miss Dale, or a member of the Pastoral Support Team.