

# RSHE: a foundation for Families and Friends to Flourish

**Alice Ndiaye**

[inclusionandsend@norfolk.gov.uk](mailto:inclusionandsend@norfolk.gov.uk)

# Introductions



# Group agreement



Please be aware that some of the sessions are being recorded for sharing later.

We want people to participate but please use the 'raise hand' facility to ask questions and contribute when others are talking.

Please be considerate to others - together we want to create a safe, open and reflective space to learn.

You can turn on live captions on by clicking on the 3 dots at the top of your screen if you need this.

The link to the feedback form will be put in the chat.

Please do take the time to complete it after the session.



**What is RSHE and what does it  
have to do with friends and  
families?**

# Secretary of State Foreword, Statutory guidance for RSHE, DfE

*“Today's children are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be **safe and healthy**, and how to manage their academic, personal and social lives in a **positive way**”.*

- How to be **safe** in different situations, for example when they are online, making them aware of the support available to them and how to access it.
- How to maintain **healthy** lifestyles and address risks to their physical and mental health.
- How to build healthy, **positive** relationships, including (as age and stage appropriate) intimate relationships.
- How to **safely challenge** bullying and discrimination.

# What does effective RSHE look like?



**Knowledge,  
skills and  
values to  
navigate and  
manage risks**

# What does the RSHE curriculum look like?

Primary and Secondary	Primary	Primary	Secondary
Health education	Relationships education	Sex education	Relationships and sex education
<b>Mental wellbeing</b>	<b>Being safe</b>	<p>“The Department continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born”</p>	<b>Being safe</b>
<b>Internet safety and harms</b>	<b>Online relationships</b>		<b>Online and media</b>
Physical health and fitness	<b>Respectful relationships</b>		<b>Respectful relationships, including friendships</b>
Healthy eating	<b>Caring friendships</b>		<b>Intimate and sexual relationships, including sexual health</b>
Drugs, alcohol and tobacco	<b>Families and people who care for me</b>		<b>Families</b>
Health and prevention			
Basic first aid			
Changing adolescent body			



# Different families same love

“Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.)”





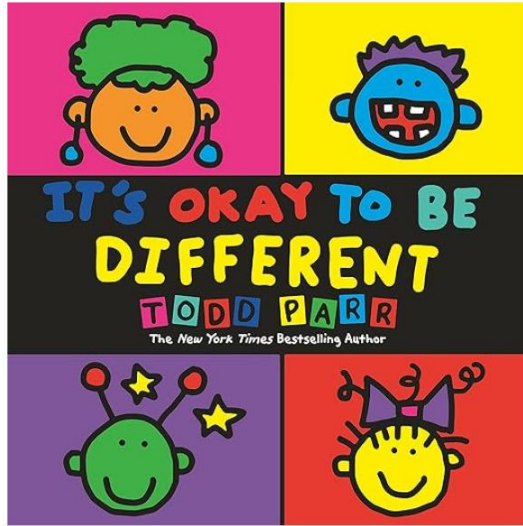
# Tricky friends

How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations.

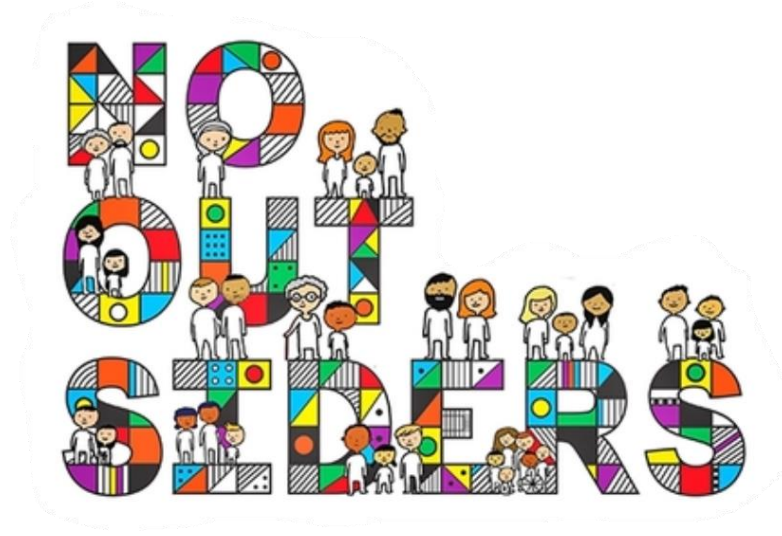


[Tricky Friends | Norfolk Safeguarding Children Partnership | C&YP  
\(norfolkscp.org.uk\)](https://www.norfolkscp.org.uk)

# Positive action to prevent and challenge prejudice



[\(2\) It's Okay to Be Different — a Read-Aloud with Todd Parr | NO SMALL MATTER - YouTube](#)



[Agents of Hope - Excelsior Multi Academy Trust - Driving Equality, Innovation & Aspiration \(excelsiormat.org\)](#)

“Schools should 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, and any occurrences are identified and tackled.”

# Asking for help

How to seek help or advice from others, if needed.



[Contacting Childline | Childline](#)



[Reporting to CEOP \(thinkuknow.co.uk\)](http://thinkuknow.co.uk)



[Advice and support \(anti-bullyingalliance.org.uk\)](http://anti-bullyingalliance.org.uk)

**How do we include families in their children's RSHE teaching and learning?**

# Case study: RSHE Parent Consultation at Heigham Community Federation

**Our Core Purpose:** *Build strong foundations for a lifelong love of learning.*

**Our Guiding Principle:** *We Work As A Team.*

**Our Aims and Vision includes:** *To promote positive parent-partnership.*

Schools of Sanctuary Status

Some families do not feel welcome, safe and included in schools; we aim to provide a safe space so **all** families feel they belong and are supported. We want the best outcomes for everyone!

We have developed strategies and tools to ensure that our hugely diverse community understands their role in supporting their children's learning and wellbeing.



# What rights do families have?

'Schools should work closely with parents when planning and delivering these subjects. Schools should ensure that parents know what will be taught and when'.

'Parents should be given every opportunity to understand the purpose and content of RSE'.

"Parents can ask to see the curriculum resources used to teach their children." The Secretary of State for Education has recently published letters clarifying schools' responsibilities to share teaching materials with parents, particularly RSHE resources."

"If an external organisation owns the copyright on the resources, this does not prevent schools showing them to parents on the school premises."

# Family consultation around RSHE at HCF

Autumn 2 each year

Online/paper survey

2 events:

-one during school time

-one in the evening

9. Do you have any comments to make about the planned curriculum?

Enter your answer

10. How confident do you feel to talk with your child about relationships education?

- Extremely confident
- Somewhat confident
- Neutral
- Somewhat not confident
- Extremely not confident

11. How confident do you feel to talk with your child about sex education?

- Extremely confident
- Somewhat confident
- Neutral
- Somewhat not confident
- Extremely not confident

12. How confident do you feel to talk with your child about health education?

- Extremely confident

Frequent, simple comms

Pre-session survey

As comfortable as possible

Thoughtfully planned session

Followed up- summarised for all and including what actions we will take

# Consultation shapes RSHE curricula and policy through:



Parent feedback  
e.g. online safety  
worries



Pupil voice e.g.  
worries about  
bullying



Staff voice e.g.  
emotional regulation



CPOMS trends e.g.  
rise in DA incidents



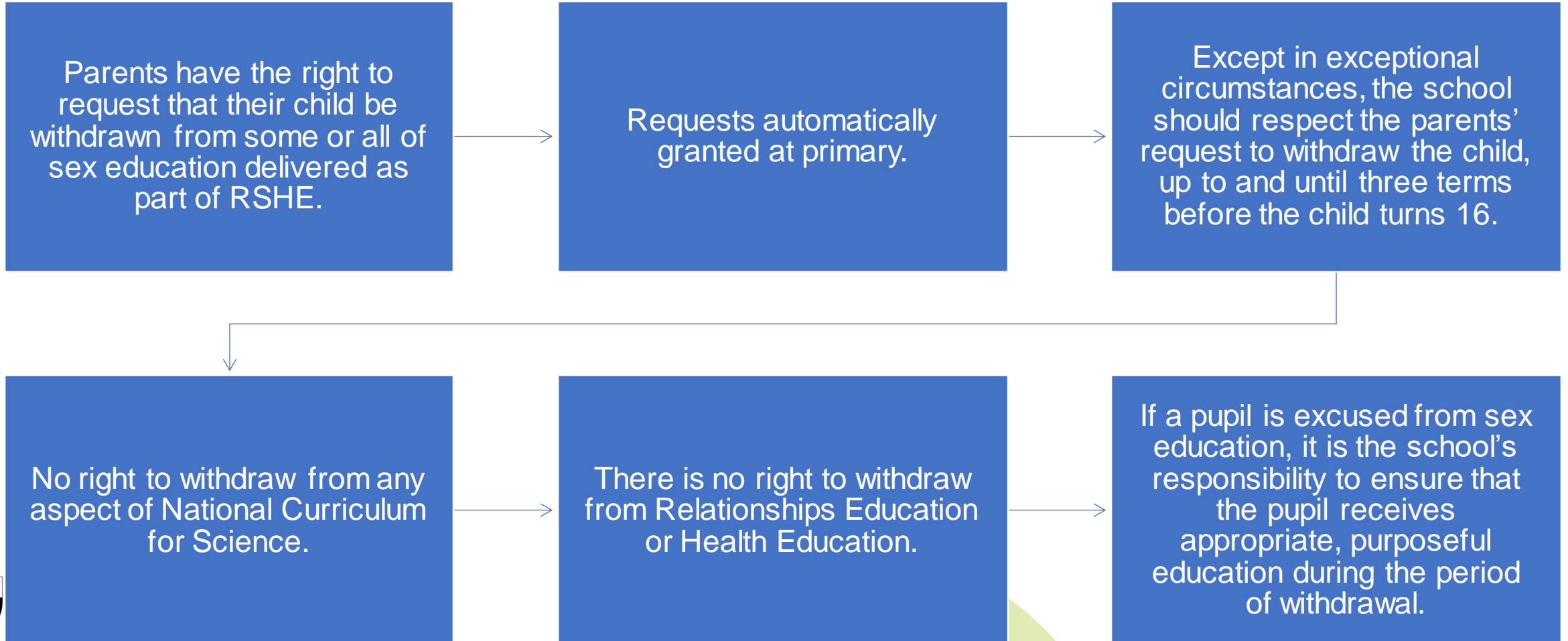
Local concerns e.g.  
antisocial behaviour  
in local parks



Local health data  
e.g. mental health  
support



# Right to be excused



# Common concerns in RSHE

"I believe the school curriculum is promoting trans ideology."

" I don't want my child to learn the word vulva; they're too young."

"I don't want my child learning about certain things on religious and / or cultural grounds."

"My child has experience of this issue and they will be upset in the lesson"

# Ensure your RSHE engagement has awareness of and is responsive to:

GRT communities

Faith communities

Families who have recently moved to the UK and are unfamiliar with the UK education system

Families of children with SEND

Families of children with ACEs

Families with EAL

# We aim to build strong, respectful, trusting relationships with all families from day 1 by:

**Not assuming** questions or concerns are resistance or challenge,

Encouraging and modelling **supportive, open and non-judgmental conversations,**

**Listening** to and **empathising** with worries,

Developing our **cultural awareness**; we learn from our families,

Sharing and adapting **resources,**

Explaining this supports **children's right,**

Explaining this a **statutory requirement**; DfE RSHE guidance, KCSIE and equalities duties,

Emphasising RSHE is about **skills, knowledge and values** not just instructing them what to do or not to do,

Agreeing we all want the children and young people to be to be **healthy, happy and safe,**

Agreeing we all want our school to be a space where all children **feel welcome, safe and included.**

# Key take aways

## Groundwork

- Do the groundwork

## Relationships

- Build trusted relationships

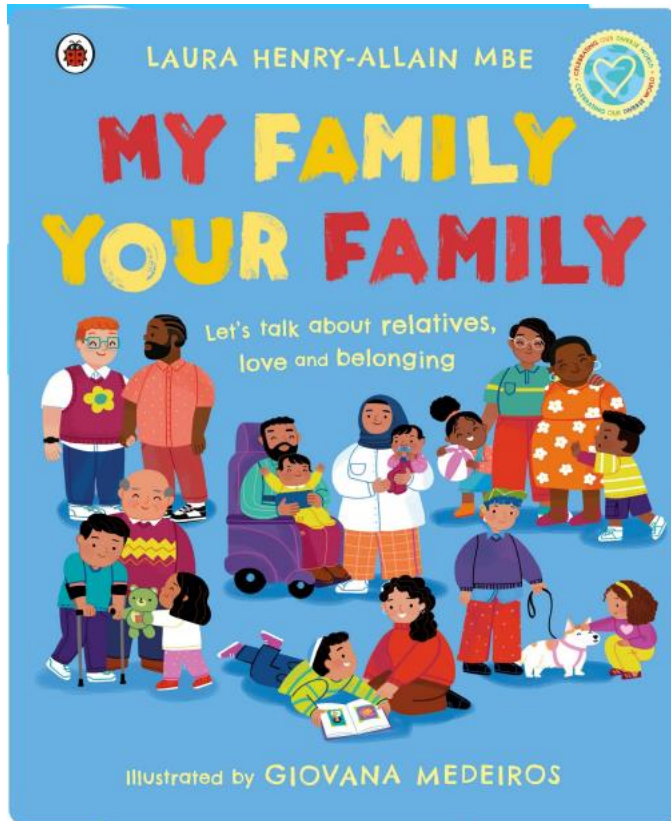
## Stories

- Value every family's 'story'

RSHE support is available!

# How do we teach about families in an inclusive way?

# Case study: Brooke Primary School



***“There is no one way to have a family and no right way to be a family.”***

Every family is different.

No two are the same.

Families come in different sizes – some are small, and some are big with lots of relatives.



No matter what a family looks like, it's the love within it that counts.

# We all have a family.

But what is a family? The word **family** means a group of people who are connected.

Every family is **unique**.



Sometimes, this means grown-ups who have a child or children.

It could mean people who share the same surname ...

or people who live together in the same home.

Family members can feel like friends, and they can make us happy, sad or angry.

Our families can even include our pets.

Think about you who you live with.

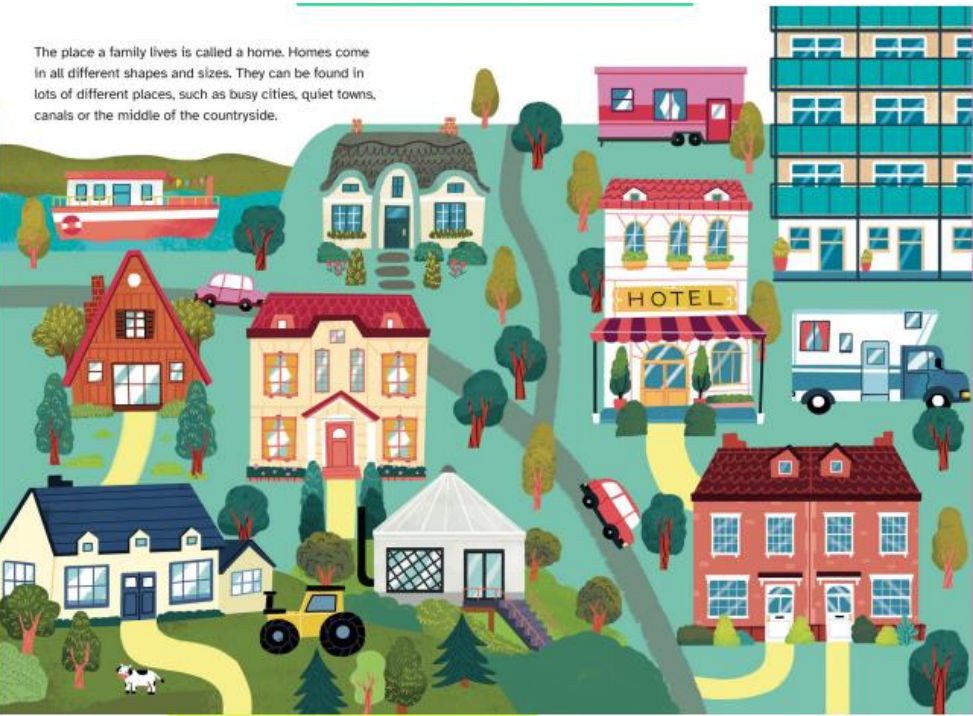
What does "family" mean to you?

How many people live with you?

Is it noisy or quiet where you live?

Do all your family members live with you?

The place a family lives is called a home. Homes come in all different shapes and sizes. They can be found in lots of different places, such as busy cities, quiet towns, canals or the middle of the countryside.



Where do you live?

Do you live in a city, a town or the countryside?

What does your community look like?

What things do you do in your home?

What is your home like?

Some families only come together at special times called **celebrations**. They might support and celebrate each other, and they may do this ...



on a birthday.

as part of a religious or non-religious festival or celebration, such as Baisakhi, Hanukkah, Diwali, Christmas, Eid al-Fitr, Pride, Lunar New Year or Emperor Selassie's birthday.

at a special community event, such as a carnival, horse fair, street party or barbecue.

to celebrate special events like adoption anniversaries or naming days.

to remember a family member who has died.

to support a family member who is doing something special, like singing in a choir, playing in a cricket match or performing in a school play.

Do you celebrate with your family?

Do your celebrations include any special music, food, clothing or decorations?

Are there any traditions that you and your family do together?

Do you have a favourite holiday or celebration?

What did you last celebrate with your family?



# Top tips to create an inclusive environment for students from diverse families

- Emphasise the importance of family as a place of safety, love, comfort
- Recognise that your assumptions carry weight
- Add a few characters to dramatic play environments
- Allow children and young people to notice and talk about differences
- Be intentional with story time
- Reach out to family members; can they share something with the class?
- Model curiosity
- Acknowledge the importance of transaction
- Look into free and accessible resources



# How you can support children and young people understanding of joyful and healthy friendships and family relationships

# Learn

## Books:

- My Family, Your Family by Laura Allain-Henry MBE
- A Very Modern Family: Stories and guidance to nurture your relationships by Carrie Grant and David Grant
- Dad From Music, Football, Fatherhood, curated by Elliott Rae
- How to build a family by Kate Ferdinand
- The Patchwork Family: Toddlers, Teenagers and Everything in Between by Rachaele Hambelton

## Podcasts:

- Family Love Stories

## Guidance:

- My Family, Your Family resource pack: Laura Allain-Henry MBE

# Embed

- Use **photos** to aid memories when talking about family members.
- Use memories to recall **family events**.
- Support your child's understanding of geography by **using maps and atlases** when talking about **family heritage** and where each parent and/or extend family may have come from.
- It is important to use the **correct terms** with children.
- Share a range of books and play materials celebrating **a range of families**, and use these as a discussion point.
- Use a **child-centred approach**.
- Try the '**Conversation Starters**' within the My Family, Your Family resource pack and some open-ended questions about families.

# Share

- Families: A lift-the-flap board book about families by Pat-a-Cake and Louise Forshaw
- Is that your Mama? by Patrice Lawrence and Diane Ewen
- My Big Fantastic Family: A Story About Parents Separating by Adam Guillan, Charlotte Guillan and Ali Pye
- My Life on Fire by Cath Howe, available as an audiobook narrated by Nneka Okoye
- Nikhil and Jay: Off to India by Chitra Soundar and Soofiya
- Books for children | Donor Conception Network ([dcnetwork.org](http://dcnetwork.org))
- The Family Tree by Kate Ferdinand and Emma Randall
- The Lost Homework (Travellers Tales) by Richard O'Neill and Kirsti Beautyman
- The Suitcase Kid by Jacqueline Wilson
- We are Family by Lucy Reynolds and Jenna Herman

# Please let us know what you think



<https://forms.office.com/e/nFDzqZWk4i>

