

Leading implementation of RSE and Health education in your secondary school

Aims of the session:

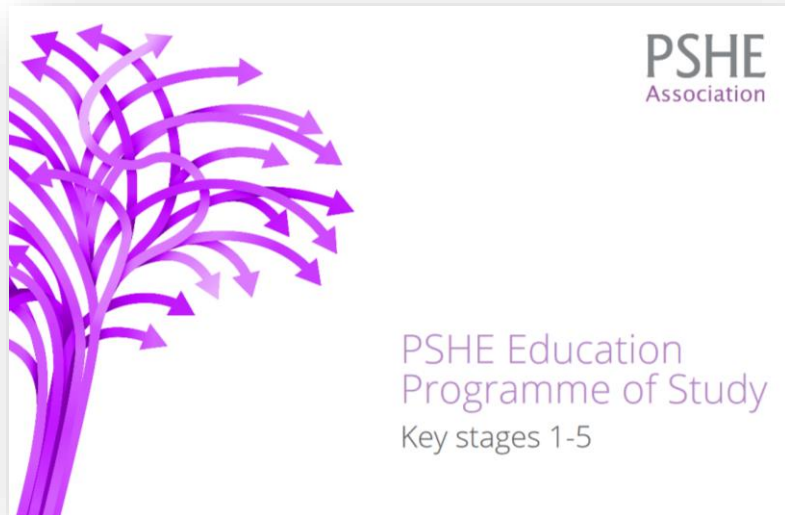
To develop confidence to effectively lead PSHE, including RSE and Health Education

A whistle-stop tour of...

- Writing and updating policies
- The right of withdrawal from sex education– things to consider when writing/updating your policy
- Curriculum planning
- Support available with monitoring, evaluation, parental engagement etc.

RSE, Health education and PSHE education

“PSHE education is the school subject through which children and young people acquire the knowledge, skills and attributes they need to stay healthy, safe and thrive, now and in the future.”



Health and
wellbeing

Relationships

Living in the
wider world

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Association

“I know that many schools successfully cover this content in a broader PSHE framework. They should continue to do so, adapting their programme to the new requirements rather than starting from scratch”.

Damian Hinds, Education Secretary (2018-19)



<i>Policies for mandatory subjects</i>		<i>Policy for non-mandatory subjects</i>
For primary education	For secondary education	For primary schools that may choose to teach sex education
Define Relationships Education	Define Relationships and Sex Education	Define any sex education they choose to teach other than that covered in the science curriculum.
Set out the subject content, how it is taught and who is responsible for teaching it.		
Describe how the subject is monitored and evaluated.		
Include information to clarify why parents <i>do not</i> have a right to withdraw their child.	Include information about a parent's right to request that their child be excused from sex education within RSE only.	Include information about a parent's right to request that their child be excused.
Confirm the date by which the policy will be reviewed.		

The statutory guidance on policies

Typical policies are likely to include sections covering:

- details of content/scheme of work and when each topic is taught, taking account of the age of pupils
- who delivers either Relationships Education or RSE
- how the policy has been produced, and how it will be kept under review, in both cases working with parents
- how delivery of the content will be made accessible to all pupils, including those with SEND
- explanation of the right to withdraw
- requirements on schools in law e.g. the Equality Act (please see The Equality Act 2010 and schools: Departmental advice)
- how often the policy is updated
- who approves the policy

The statutory guidance on policies

Right of withdrawal

- Following discussion with the school, **parents can withdraw their child from the 'sex' elements of RSE.** It is good practice for parents to meet with the Headteacher.
- **Parents do not have a right to withdraw their child from Health education, Relationships or any other aspect of PSHE education.**
- **There is no right of withdrawal from National Curriculum science** which includes elements of sex education such as puberty and reproduction.
- **Three terms before they turn 16, a student can opt back in to sex education lessons** against their parents' wishes. The school has a duty to provide sex ed. during one of the remaining three terms.

Withdrawal Process – Have to do? Can do?

Share the PSHE curriculum on your school's website

Invite parents to a consultation evening

Write a newsletter to parents outlining approach to RSE

Set up a parent working group

Agree alternative arrangements for pupils who are withdrawn during the lessons

Share the RSE policy on website and invite engagement from parents

Parent has a meeting with Headteacher

Provide materials to help parents to discuss issues at home

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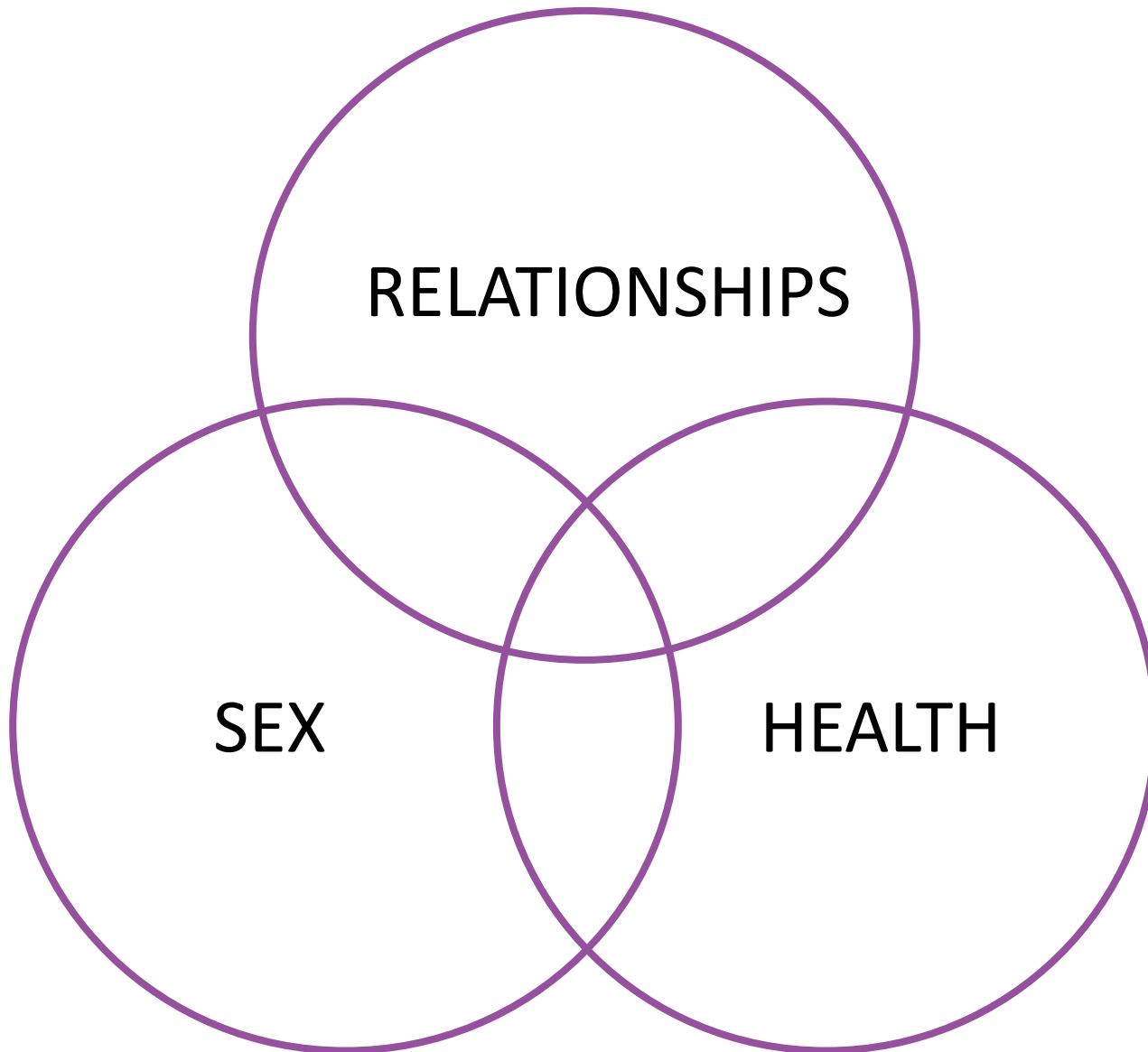
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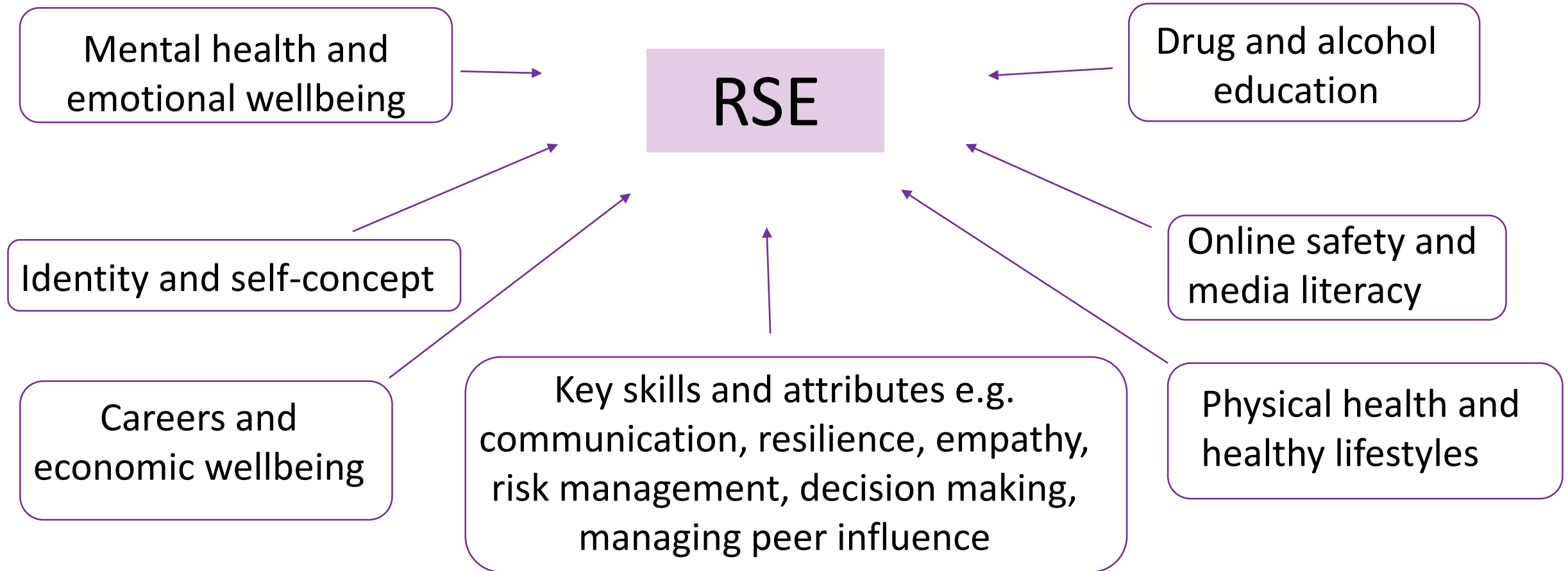
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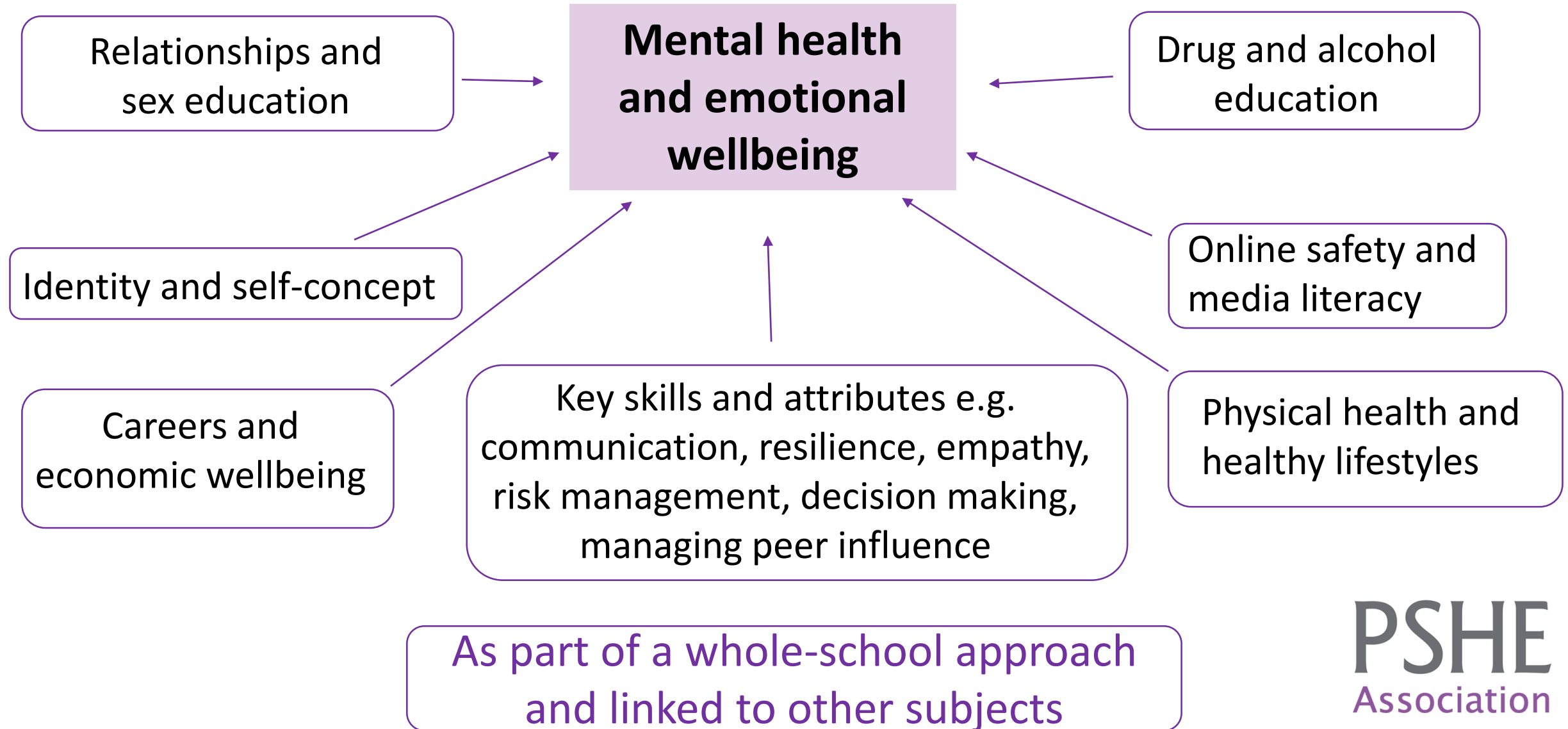
Provide materials to help parents to discuss issues at home



Possible topics include:

1. Mental health
2. Cyberbullying
3. Pornography
4. FGM
5. Puberty
6. 'Sexting'
7. Consent
8. STIs
9. Pregnancy
10. Contraception
11. Same sex marriage
12. Drugs and alcohol





	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	Transition to secondary school Diet, exercise and how to make healthy choices	Enterprise skills and introduction to careers Challenging work stereotypes and raising aspirations	Diversity, prejudice and bullying including cyber bullying Managing conflict and friendships, social media	The risks of alcohol, tobacco and energy drinks Understanding puberty and tackling FGM	Self-esteem, romance and friendships Exploring family life	Making ethical financial decisions Saving, spending and budgeting our money
Year 8	First aid and personal safety, focusing on road safety The risks of alcohol and cannabis misuse	Rights and responsibilities in the workplace and community Tackling age and disability discrimination at work	Tackling racism and religious discrimination, promoting human rights Online safety and digital literacy	Mental health and emotional wellbeing, including body image Resilience, change and loss	Introduction to sexuality and consent Introduction to contraception including condom and the pill	Evaluating value for money in services Risks and consequences making financial decisions
Year 9	Peer pressure, assertiveness and risk, gang crime Dieting, lifestyle balance and unhealthy coping strategies	Understanding careers and future aspirations Identifying learning strengths and setting goals as part of the GCSE options process	Managing conflict at home and the dangers of running away from home Tackling homophobia, transphobia and sexism	Managing peer pressure in relation to illicit substances Assessing the risks of drug and alcohol abuse and addiction	Relationships and sex education including healthy relationships and consent The risks of STIs, sexting and pornography	Planning and carrying out an enterprise project Reflecting on learning skills development in key stage 3
Year 10	Transition to key stage 4 and developing study habits Mental health and ill health, tackling stigma	Understanding the causes and effects of debt Understanding the risks associated with gambling	Tackling relationship myths and expectations Managing romantic relationship challenges including break ups	Evaluating the social and emotional risks of drug use Exploring the influence of role models	Understanding different families and learning parenting skills Managing grief and bereavement	Preparation for work experience Evaluation of work experience and readiness for work
Year 11	Promoting self-esteem and coping with stress Learning and revision skills to maximise potential	Understanding the college application process and plans beyond school CV writing and interview skills for employment	Personal values and assertive communication in relationships Tackling domestic abuse and forced marriage	Health and safety in independent contexts Taking responsibility for health choices, such as self-examination and cosmetic procedures	British values, human rights and community cohesion Challenging extremism and radicalisation	

Supporting you through 2019-20!

SEF and PSHE Association's Roadmap to Statutory RSE

Steps 1-3 aimed primarily at SLT

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Roadmap to statutory RSE

These 10 steps provide a guide to support school leaders in preparing to provide high quality RSE as an identifiable part of PSHE education. These steps are based on established good practice and evidence. The law requires that Relationships and Sex Education (RSE) is to be taught in all secondary schools in England, and that Relationships Education is to be taught in all primary schools in England. Health Education will also be mandatory in all Government funded schools, which includes content on puberty. Government Relationships Education, RSE, and Health Education guidance and regulations give further detail about the requirements. Schools that are ready to implement the updated guidance from September 2020 are encouraged to do so - September 2020 is proposed as the start date for mandatory provision.

Be clear about the facts
Establish a clear vision for RSE and ensure it is embedded in the school's ethos. Consider the school's values and how RSE can support these.

Allocate leadership
Ensure there are clear roles and responsibilities for RSE across the school. Consider the school's structure and how RSE can be supported.

Assess where you are now
Take a stock of the current RSE provision in the school. Consider the school's current RSE provision and how it can be improved.

Refresh policy
Review the school's current RSE policy and ensure it is up to date. Consider the school's current RSE policy and how it can be improved.

Equip your staff
Ensure all staff are equipped with the knowledge and skills to deliver RSE. Consider the school's current RSE provision and how it can be improved.

Communicate
Ensure the school's RSE provision is well communicated to all stakeholders. Consider the school's current RSE provision and how it can be improved.

Understand pupil needs
Ensure the school's RSE provision is tailored to the needs of all pupils. Consider the school's current RSE provision and how it can be improved.

Review curriculum
Ensure the school's RSE provision is integrated into the curriculum. Consider the school's current RSE provision and how it can be improved.

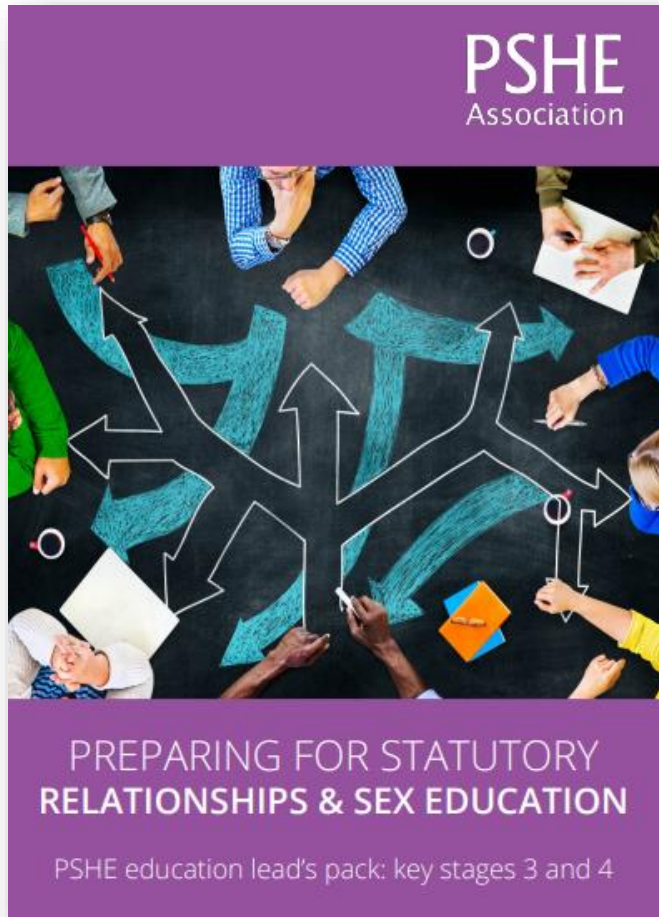
Update curriculum
Ensure the school's RSE provision is up to date and relevant. Consider the school's current RSE provision and how it can be improved.

Prepare to review and evaluate
Ensure the school's RSE provision is regularly reviewed and evaluated. Consider the school's current RSE provision and how it can be improved.

ASCL Association of School and College Leaders | NAHT National Association of Head Teachers | Education | PSHE Association | UNISON | Voice

ASSOCIATION

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4. Assess your students' need
5. Review your policy
6. Review your current curriculum
7. Update your curriculum
8. Equip your staff
9. Prepare to monitor and evaluate in the future
10. Communicate to your school community, including parents

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Student questionnaire on RSE programme

We would like to know how you feel about the relationships and sex education elements within your PSHE education. Please help us by filling in this questionnaire.

1. Which year are you in?	7	8	9	10	11
Please tick one box					
			Male	Female	Other
2. Which gender do you most identify with?					
Please tick one box					
			Male	Female	Other

SECTION 3: TEACHING AND LEARNING RSE

STAGE 1	STAGE 2	STAGE 3
<input type="checkbox"/> Some of our RSE teaching team lack expertise and/or confidence in RSE delivery <input type="checkbox"/> Our team can identify aspects of RSE teaching they would like more support in <input type="checkbox"/> Our teaching team deliver	<input type="checkbox"/> Our teaching team have a sound understanding of content and best practice in RSE and confidence is improving <input type="checkbox"/> They have access to support and advice if they need to check content or respond to questions <input type="checkbox"/> Our teaching team adapt the	<input type="checkbox"/> Our teaching team are highly confident in RSE subject knowledge and pedagogy. They demonstrate high levels of enthusiasm and passion for the subject in lessons <input type="checkbox"/> All members of our teaching team lead on planning lessons in line with

SPiral CURRICULUM EXAMPLE: CELEBRATING DIVERSITY

YEAR 11

- 11.1: to understand and respect other's faith and cultural expectations concerning relationships and sexual activity
- 11.2: the role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)
- 11.3: about the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disabled language and behaviour, the need to challenge it and how to do so
- 11.4: different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that affect these
- 11.5: the similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bigotry, bullying and discrimination on individuals and communities
- 11.6: about diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them
- 11.7: about the unacceptability of all forms of discrimination, and how to challenge it, prejudice and bigotry in the wider community
- 11.8: the characteristics and benefits of positive, strong, supportive, equal relationships
- 11.9: to recognize, clarify and if necessary challenge their own core values and how their values influence their choices
- 11.10: to recognize the difference between misogynist/biological sex, gender identity and sexual orientation, to recognize that there is diversity in sexual attraction and developing sexuality

YEAR 12

- 12.1: to understand the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance to family life)
- 12.2: about abortion, including the current legal position and the range of beliefs and opinions on the subject
- 12.3: how lifestyle choices affect a developing foetus
- 12.4: about STIs, including HPV/AIDS, how to protect themselves and others from infection and how to respond if they feel they or others are at risk
- 12.5: about the risks related to unprotected sex, which could include exploring the consequences of unintended pregnancy and the options available in such circumstances
- 12.6: about the use of contraception, including the condom and pill, to negotiate condom use
- 12.7: to consider different levels of intimacy and their consequences

YEAR 7

SPiral CURRICULUM EXAMPLE: CONTRACEPTION AND PREGNANCY

YEAR 11

- 11.1: to understand the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance to family life)
- 11.2: about abortion, including the current legal position and the range of beliefs and opinions on the subject
- 11.3: how lifestyle choices affect a developing foetus
- 11.4: about STIs, including HPV/AIDS, how to protect themselves and others from infection and how to respond if they feel they or others are at risk
- 11.5: about the risks related to unprotected sex, which could include exploring the consequences of unintended pregnancy and the options available in such circumstances
- 11.6: about the use of contraception, including the condom and pill, to negotiate condom use
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Quality assured resources


MEDWAY SECONDARY PSHE EDUCATION
SEX AND RELATIONSHIPS EDUCATION
YEAR 9



PSHE Association **A BETTER MEDWAY**

LESSON 1
DIVING OUT IN ROMANTIC RELATIONSHIPS

CONTEXT
OBJECTIVES
RESOURCES
OUTCOMES



Making sense of relationships
PSHE lesson plans for key stages 2-4 on personal safety and healthy relationships.



PSHE Association
Teacher guidance



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THE SLEEP FACTOR: TEACHER GUIDANCE



PSHE Association
The Sleep Factor KS3
Healthy sleep



CROSSING THE LINE
"Just send it"
Sexting lesson plan



RSPH
ROYAL SOCIETY FOR PUBLIC HEALTH
VISION, VOICE AND PRACTICE



The Health Foundation



Health: From Here to Where?

exploited
PREVENTING CHILD SEXUAL EXPLOITATION THROUGH EDUCATION



RISE ABOVE
FOR SCHOOLS

British Heart Foundation - Call Push Rescue, Learn ...



First aid learning for young people

Resources
Use the videos, case studies, images, scripts, and activities to build your own first aid skills sessions for your class or group.

Learn CPR

PSHE Association

Closing comments

- Further guidance available at PSHE Association CPD events or online at www.pshe-association.org.uk
- Email us: info@pshe-association.org.uk

- Any questions?



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