

# Preparing for Statutory RSE



Health Improvement Team

# Meet the Health Improvement team



**Karen Gibson**  
HIT manager  
Safeguarding



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Nutrition &  
exercise  
Officer



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RSE & PSHE  
Officer



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Mental health  
& emotional  
wellbeing  
Officer

# Our services to schools

**4  
Day Bespoke  
Package**

**HAT  
package**

**Reducing  
obesity**

**Mental health**

**RSE**

**Keeping  
children safe**

# What we do?



**Safeguarding  
Prevention**



**RSE**



**Nutrition &  
exercise**



**PSHE**



**Mental health &  
emotional  
wellbeing**

# What you come away with today!



Understand the proposed changes to RSE



Understand what high quality RSE looks like



Gather resources and ideas to use in school

# Working agreement

- Respect
- No put downs
- No personal questions or comments
- Respect other peoples' opinions
- Laugh with, but not at
- Confidentiality – limitations
- Listening – to others
- Use appropriate language



# Ground Rules

R - Respect

O – Openness

C – Confidential

K - Kind



# Ealing data – High School HRBS 2017

**51% (49%) of pupils said school is main source of RSE**

**18% (21%) of pupils said parents is main source of RSE**

**18% (24%) of pupils aware of where to get condoms free of charge**

**20% (27%) said RSE lessons on pornography were useful/very useful**

**21% (26%) said RSE lessons on FGM were useful/very useful**

**29% (26%) said RSE lessons pm CSE and grooming were useful/very useful**

**14% (14%) of boys and 10% (12%) of girls responded that they have experienced at least one negative behaviour in a relationship with a past or current boyfriend/girlfriend**



# Ealing data – Primary School HRBS 2017

**69% (64%) of  
pupils said  
parents had  
discussed body  
changes with  
them**

**60% (49%) of  
pupils said  
teachers had  
discussed body  
changes with  
them**

**24% (17%)  
worry about  
body  
changes  
quite a lot**

**49% (48%)  
can usually  
or always  
say no to a  
friend**



# What is Relationships and Sex Education?

Relationships and Sex Education is a key aspect of Personal, Social, Health and Economic Education. (PSHE)

RSE is a key aspect of the spiritual, moral, social and cultural (SMSC) development in schools.

RSE also forms a key role in schools safeguarding duty.

# Current guidance for Relationships and Sex Education



# Current guidance

- Last government guidance for RSE was written in 2000: Sex and Relationships Education. Schools must have due regard for this.
- In order to update SEF, Brook and PSHE Association wrote: SRE for the 21<sup>st</sup> Century
- In 2013, Ofsted published a report called 'Not Yet Good Enough' which described how PSHE and RSE was inadequate or needing improvement in the vast majority of schools.

# Current guidance

- National Curriculum science (2014): must have a broad and balanced curriculum, teach PSHE in line with good practice, some Aspects of RSE are part of statutory science.
- DfE: Keeping children safe in education (September 2016): This may include covering relevant issues through PSHE and though RSE.

# Not Yet Good Enough 2013

Too much emphasis on friendships and relationships leaving pupils ill-prepared for physical and emotional changes during puberty.

Lack of high quality, age-appropriate SRE in more than a third of schools.

May leave children vulnerable to inappropriate sexual behaviours and sexual exploitation.

Maintained schools	Academies
Must have regard to SRE Guidance 2000	Must have regard to SRE Guidance 2000
Sex Education is a compulsory part of the Science Curriculum	Sex Education is not compulsory but is good practice
Required to have an up to date SRE policy	There is no requirement for a policy on SRE but where there is a policy it should be produced with regard to statutory guidance



# Science

It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age.

# RSE in the science curriculum

## Key Stage 1 (age 5-7years)

*Year 1 pupils should be taught to:*

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

*Year 2 pupils should be taught to:*

Notice that animals, including humans, have offspring which grow into adults  
Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

# RSE in the science curriculum

Key Stage 2 (age 7-11years)

*Year 5 pupils should be taught to:*

Describe the life process of reproduction in some plants and animals

Describe the changes as humans develop to old age

*Year 6 pupils should be taught to:*

Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

# RSE in the science curriculum

## Key Stage 3 (age 11-14years)

### *Reproduction*

Reproduction in humans (as example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyles on foetus through the placenta

### *Health*

The effect of recreational drugs (including substance misuse) on behaviour, health and life processes.

# RSE in the science curriculum

Key Stage 4 (age 14-16years)

## *Health*

Communicable diseases including sexually transmitted infections in humans (including HIV/AIDs)

## *Coordination and control*

Hormones in human reproduction, hormonal and non-hormonal methods of contraception

## *Evolution*

Sex determination in human

**Proposed  
changes:  
Consultation  
ended 12  
February**



What do you see as being 21<sup>st</sup> century RSE?



# It is likely RSE will include teaching about:

- Types of relationships, including friendships, family relationships, dealing with strangers and at secondary school, intimate relationships
- How to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent and how to manage conflict, and also how to recognise unhealthy relationships
- How relationships may affect health and wellbeing, including mental health
- Healthy relationships and safety online
- Factual knowledge at secondary school, around sex, sexual health and sexuality, set firmly within the context of relationships



# Changes to RSE/Relationships Education

The subjects would be made part of the basic school curriculum (as now for sex education in maintained secondary schools), which allows schools flexibility in developing their planned programme, integrated within a broad and balanced curriculum.

- All **primary** schools (maintained, academies or independent) will be required to provide relationships education (and will retain their current choice to teach age-appropriate sex education).
- All **secondary** schools (maintained, academies or independent) will be required to provide RSE.
- Pending the outcome of review work, all primary and secondary schools may be required to provide PSHE or elements of it.

# Changes to RSE/Relationships Education

We are clear on the themes and issues RSE should cover, in an age-appropriate way. Relationships and RSE will be age-appropriate, building knowledge and life skills over time in a way that prepares pupils for issues they will soon face. They will likely focus on:

- **different types of relationships**, including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships;
- how to recognise, understand and build **healthy relationships**, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- how relationships may **affect health and wellbeing, including mental health**;
- healthy relationships and **safety online**; and
- factual knowledge, at secondary school, around **sex, sexual health and sexuality**, set firmly within the context of relationships.

# Right to withdraw

We have committed to retain parents' **right to withdraw** their child from sex education within RSE (other than sex education in the National Curriculum as part of science), as currently, but not from relationships education at primary.

This is because parents should have the right to teach this themselves in a way which is consistent with their values.

The Secretary of State will consult further in order to clarify the age at which a young person may have the right to make their own decisions. The outcome will be set out in regulations which will be subject to consultation and debate.

We are also committed to ensuring that the education provided to pupils in Relationships Education and RSE is **appropriate to the age of pupils and their religious background**.

# So....

From September 2019:

- All primary schools in England, including faith schools, academies and independent schools, will be required to teach Relationships Education (Relationships and Sex Education in secondary schools).
- The amendments will also allow the government to make regulations requiring OSCE to be taught in all schools in England pending consultation period.

# Timeline

**March 2017:** Introduction of amendments to Children and Social Work Bill

**Spring 2017:** Work to consider RSE content begins, engagement with stakeholders

**Autumn 2017:** Draft regulations and guidance for consultation

**Following consultation:** Regulations and final draft guidance laid in the House for debate

**Early 2018:** After regulations have been passed, final statutory guidance published

**September 2019:** Teaching of new RSE requirements begins.

# Steps to prepare:

Survey staff  
(EGFL)

Offer  
training  
(HIT, EGFL)

Engage  
parents and  
governors  
(HIT, EGFL)

Update policy  
(EGFL)

**What topics  
are covered as  
part of RSE?**

# What topics are covered?

Growing  
up

Our  
bodies

Keeping  
safe

Relation-  
ships and  
family life





**Respect**

**Emotions**

**Relationships**

**Friendships**

**Marriage**

**Differences**

**Sexuality**

**Sexual Health**

**Puberty**

**Communicating**

**Empathy**

**Keeping safe**

**Solving problems**

**Building self-esteem**

**Sex**

# RSE should ensure that all children:



Develop confidence in talking, listening and thinking about feelings and relationships.



Are able to name parts of the body and describe how the body works.



Have the skills, language and confidence to protect themselves



Are prepared for puberty.

# RSE and safeguarding

Why is RSE so important?

Universal  
language  
spoken by all

FGM

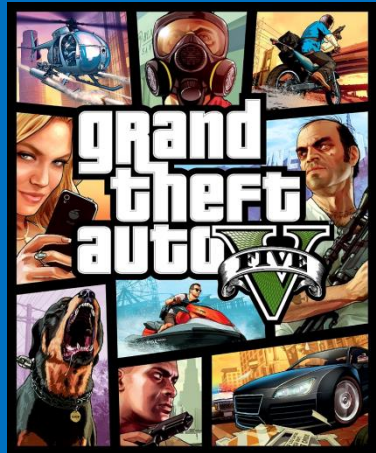
CSE and  
grooming –  
links to e-  
safety

Promotes  
healthy  
relationships

# Where do we learn from?

In pairs or 3's discuss how/ where young people learn about:

- Keeping themselves safe?
- Healthy relationships?
- Different types of relationships/family structures?
- Stereotypes?
- Body changes?



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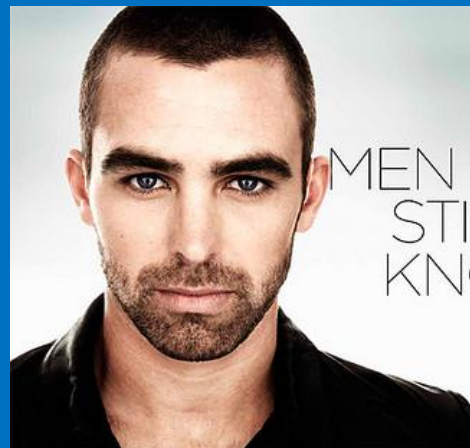
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**TOM FORD**  
NEROLI PORTOFINO



**WIDEX.CO.NZ**

MEN NEVER LISTEN.  
STILL, IT'S NICE TO  
KNOW THEY CAN.

**WIDEX** HEARING AIDS  
HEARD BUT NOT SEEN





# Song lyrics

## Florida Whistle

Go girl you can twerk it,  
Let me see you whistle while you work it,  
I'mma lay it back, don't stop it,  
'Cause I love it how you drop it, drop it, drop  
it on me,  
Now, shawty let that whistle blow-oh, oh oh,  
Yeah, baby let that whistle blow-oh oh!  
Can you blow my whistle baby, whistle baby  
Let me know,

## Bruno Mars – Locked out of heaven

“Open up your gates cause I can't  
wait to see the light,  
And right there is where I wanna  
stay ,  
Cause your sex takes me to paradise ,  
Yeah your sex takes me to paradise.”

## Katie Perry – Last Friday Night

Barbie's on the barbeque, Is this a hickie  
or a bruise?  
Pictures of last night ended up online, I'm  
screwed,  
Oh well, it's a blacked out blur, but I'm  
pretty sure it ruled.

# Where do children and young people learn about RSE related issues?

TV

Magazines Radio

Music videos

Gaming (e.g. Grand theft auto)

**Parents**

Siblings

Peer

**School**

Internet

Disney

Films

**When should these  
be taught?**

**Timeline activity**

# Delivering RSE lessons

<b>Reception</b> <i>Our lives</i>	<b>Lesson 1:</b> Our day <b>Lesson 2:</b> Keeping ourselves clean <b>Lesson 3:</b> Families
<b>Year 1</b> <i>Growing and caring for ourselves</i>	<b>Lesson 1:</b> Keeping clean <b>Lesson 2:</b> Growing and changing <b>Lesson 3:</b> Families and care
<b>Year 2</b> <i>Differences</i>	<b>Lesson 1:</b> Differences, boys and girls <b>Lesson 2:</b> Differences, male and female <b>Lesson 3:</b> Naming the body parts
<b>Year 3</b> <i>Valuing difference and keeping safe</i>	<b>Lesson 1:</b> Differences male and female <b>Lesson 2:</b> Personal space <b>Lesson 3:</b> Family differences
<b>Year 4</b> <i>Growing up</i>	<b>Lesson 1:</b> Growing and changing <b>Lesson 2:</b> What is puberty? <b>Lesson 3:</b> Puberty, changes and reproduction
<b>Year 5</b> <i>Puberty</i>	<b>Lesson 1:</b> Talking about puberty <b>Lesson 2:</b> Male and female changes <b>Lesson 3:</b> Puberty and hygiene
<b>Year 6</b> <i>Puberty, relationships and reproduction</i>	<b>Lesson 1:</b> Puberty and reproduction <b>Lesson 2:</b> Understanding relationships <b>Lesson 3:</b> Conception and pregnancy <b>Lesson 4:</b> Communicating in relationships

# What is important to remember?



Normalise the themes being discussed



Be sensitive to discussions, children may feel uncomfortable



You don't need to answer everything immediately



Safeguarding – If in doubt – shout!

# Useful strategies

Don't feel  
pressured

Visual  
timetable

Question  
box

Prepare and  
practice!



**Please complete workshops evaluation**

<https://www.surveymonkey.co.uk/r/HITev>





# Thank you



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