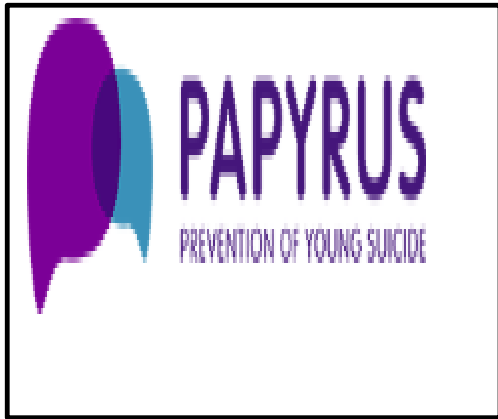


Relationships, Health and (sometimes) Sex Education

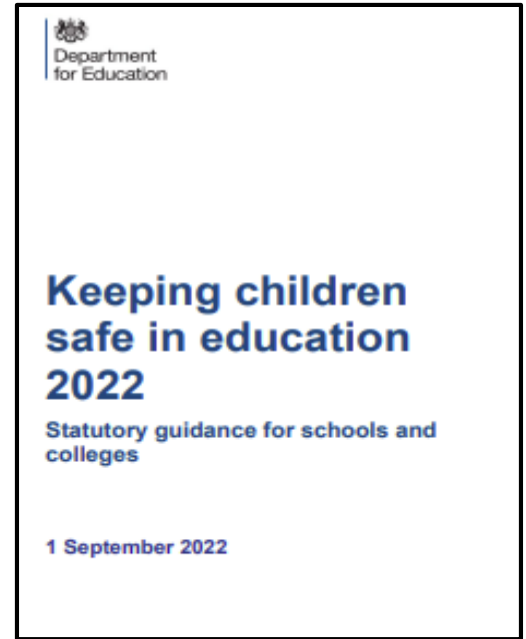
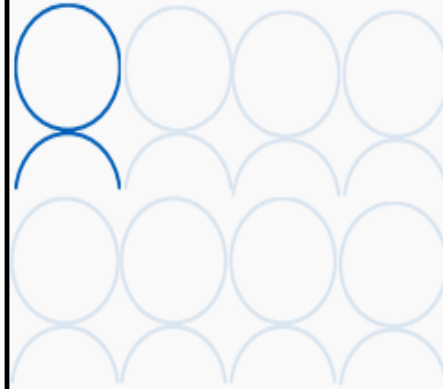
Zoe Barkham Manlow

Improvement Officer, Health and Wellbeing

Why is RHSE so important?



One in eight (12.8%) 5 to 19 year olds had at least one mental disorder when assessed in 2017.



8-11

- 60% have their own mobile phone
- To go online: 71% use a mobile phone, 79% use a tablet and 55% use a laptop
- 95% use video sharing platforms
- 54% use live streaming apps/sites
- 84% use messaging sites/apps
- 64% use social media and 60% have their own social media profile
- 69% play games online
- 79% watch TV or films on any type of device other than a TV set (90% on a TV set)
- 51% watch live TV vs 76% who watch SVoD!
- 32% have seen something worrying or nasty online
- 32% were able to correctly identify sponsored search results

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What are the reasons for teaching RSHE?

- RSHE can help prevent prejudice and racism through its emphasis on equality and respect
- It promotes healthy gender relationships
- RSHE foregrounds the importance of consent
- 70% of young people say they wanted to know more at their first sexual experience, and wanted to get this information from school

- Nearly half of the children in Croydon are overweight or obese
- Croydon has a higher rate of teenage pregnancy than other parts of the country
- 3,500 London children had to have hospital treatment for tooth decay in 2017-18
- 12.8% of children in England have a mental health disorder (2017) and 5% have two or more

In secondary schools...

Those who have good sex education *from school* are more likely to:

- delay their sexual debut
- use contraception and practice safer sex
- want their first sexual experience rather than feel pressured
- be aware of and report abuse

70% of young people say their main source of information was lessons at school

The RHSE review

- There have been reports that a few schools are using resources that some parents have considered inappropriate
- The Government is carrying out a review of RHSE with the aim of establishing clearer guidance
- They will also provide new resources for schools to use
- Schools should continue to consult parents on policy and make resources available for viewing before lessons begin

The legal background

Statutory guidance

National curriculum in England: framework for schools

Updated 2 December 2014



Relationships Education, Relationships and Sex Education (RSE) and Health Education

Statutory guidance for governing bodies,
proprietors, head teachers, principals, senior
leadership teams, teachers



Transforming Children and Young People's Mental Health Provision: a Green Paper

Presented to Parliament
by the Secretary of State for Health and Secretary of State for Education
by Command of Her Majesty

December 2017
Cm 9523



Statutory framework for the early years foundation stage

Setting the standards for learning,
development and care for children from
birth to five

Published: 3 March 2017
Effective: 3 April 2017



The education inspection framework

Framework for inspections carried out, respectively, under section 5 of the Education Act 2005 (as amended), section 109 of the Education and Skills Act 2008, the Education and Inspections Act 2006 and the Childcare Act 2006

The education inspection framework sets out how Ofsted inspects maintained schools, academies, non-association independent schools, further education and skills provision and registered early years settings in England.

Published: May 2019
Reference no: 190015



The Equality Act 2010 and schools

Departmental advice for school leaders,
school staff, governing bodies and local
authorities

May 2014

Promoting British Values (statutory)



- Understanding that freedom to hold other faiths and beliefs is protected in law
- An acceptance that different faiths and beliefs should be tolerated and not the cause for prejudicial or discriminatory behaviour
- Further tolerance and harmony between different cultural traditions
- Encourage respect for other people

Equalities Act 2010

- Schools have a **legal duty** to promote equality and prevent discrimination
- The *content* of the curriculum is excluded from the Act
- Schools are free to include a full range of issues, ideas and materials in their lessons, and to expose pupils to thoughts and ideas of all kinds
- Schools can teach without fear of legal challenge based on a protected characteristic (e.g. gender or disability)

The curriculum

National curriculum science KS1 - children learn:

- that animals including humans, move, feed, grow, use their senses and reproduce
- to recognise and compare the main external parts of the bodies of humans
- that humans and animals can produce offspring and these grow into adults
- to recognise similarities and differences between themselves and others and treat others with sensitivity

These topics are statutory – there is no right to withdraw

National curriculum: KS2 children learn

- that the life processes common to humans and other animals include nutrition, growth and reproduction
- about the main stages of the human life cycle



Children should learn about puberty before they experience it themselves

These topics are statutory – there is no right to withdraw

Years 5 and 6 will learn to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

These topics are statutory – there is no right to withdraw

New subjects from September 2020

- Relationships education (primary schools)
- Relationships and sex education (secondary schools)
- Health education (all schools)
- There will be no right to withdraw from Relationships Education or Health Education
- The science curriculum remains compulsory

Primary pupils will learn:

Families

- Why they are important
- The characteristics of family life
- How families can be different
- How to get help if family life is making them feel unsafe

Caring friendships

- The importance of friendships
- What friendships look like
- Dealing with conflict
- Recognising who to trust and where to get help

The focus will be on the building blocks of positive relationships

Respectful relationships

- The importance of respect
- Courtesy and good manners
- Self-respect and how this links to happiness

Online relationships

- That people can lie online
- Privacy and data use
- How to stay safe

Being safe

- Appropriate boundaries
- Why secrets can be harmful
- Personal boundaries
- Appropriate and inappropriate touch
- How to respond to strangers
- How to get help



Physical and emotional health

- The importance of nutrition and exercise
- Hygiene, oral health and self-care
- Basic first aid
- How physical and emotional health are linked
- Staying safe in the sun
- The changing adolescent body
- Emotional literacy and vocabulary
- Harmful substances, including drugs, alcohol and tobacco

Secondary schools

- This is when more mature subjects such as contraception, sexual health and sexuality will be discussed
- Older pupils will also learn more about healthy relationships and physical and emotional health
- You can read the full guidance on the DfE website

- There is no right to withdraw from relationships education or health education, or from science
- Parents **may** withdraw a child from sex education delivered outside of science, or from the sex elements of Relationships and Sex education in secondary school
- The child can opt in without parental consent 3 terms before their 16th birthday



Defining definitions

- There is no government definition of sex education
- There are overlaps between relationships, health and sex education
- Schools will set out their definitions in their RHSE policy

What does the government say?

‘The Department continues to recommend therefore 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 that 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’. (paragraph 67, statutory guidance on RSHE, 2019)’

Topic	Relationships education	National curriculum science	Health education
Parts of the body	Safe/unsafe contact Privacy and boundaries Responding safely to adults	Identify, name and label the main parts of the body	Hygiene Healthy behaviours (eg diet and sleep)
Growing up and puberty	Stereotyping and prejudice Respect Permission-giving	The changes as humans develop into old age	The changing adolescent body Understanding emotions Seeking help when unwell or unhappy
Reproduction	The role of families in caring for babies and children	The different types of reproduction How animals including humans have offspring	Menstrual wellbeing

Parent/carer concerns

Underlying themes

- Critical thinking is key to all aspects of RHSE
- It's much more than sex education
- The main message is about safe, healthy relationships
- Teachers will ensure that all content is age appropriate
- It is a major strand in safeguarding

**‘CONSENT CLASSES’ TO BE GIVEN TO
CHILDREN AS YOUNG AS FOUR IN
SCHOOLS**



“May I have the teddy?”

“Would you like to....?”

- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.

- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

Learning about families and relationships

- Who's in my family?
- What do loving families have in common?
- Who's close to me, but not related?
- How do the people in my family help me?
- Who can help if I'm worried about my family?



Love

Disagreeing

Support

My mum left so
it's just me and
my dad

Doing things together

I live with my
gran while my
parents are away

Sharing

I live with my mum
and dad and two
sisters

Safety

Fun

I'm adopted but
grew up with
foster carers

I've got two dads
but I see my
mum every day

Boundaries

Care

Chores

Knowing how to get help if I am worried

What schools should NOT be doing

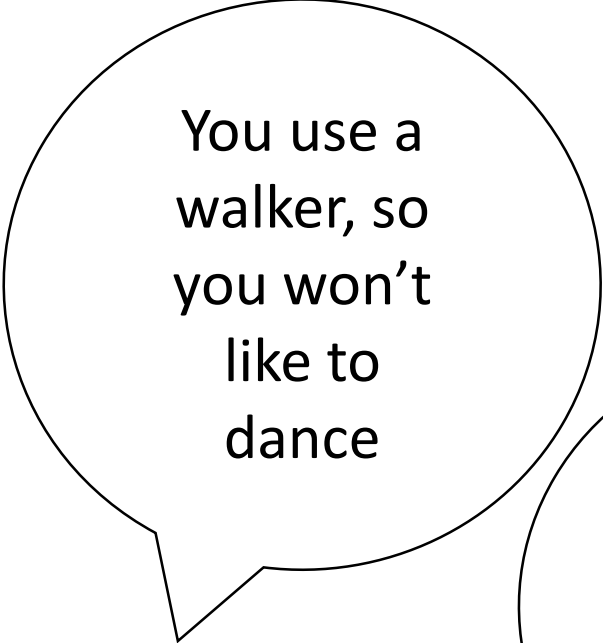
- Promoting any particular lifestyle or life choice
- Teaching children about sexual practices
- Teaching children explicit content
- Teaching content that is not age appropriate
- Promoting particular views or beliefs
- “Taking away their innocence”

What schools ARE expected to do:

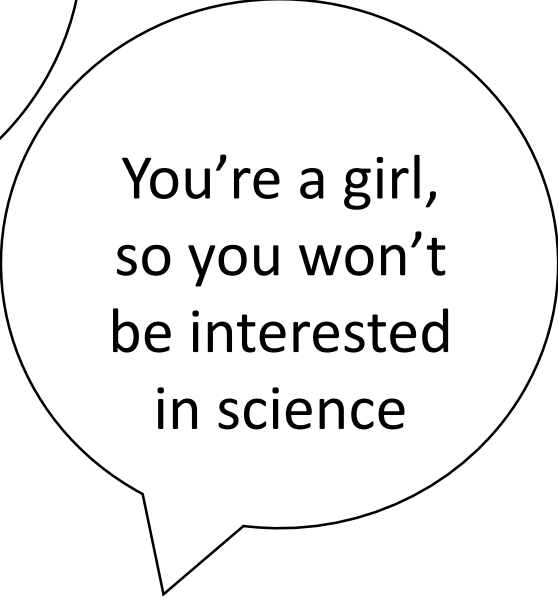
- Promote kindness, tolerance and equality
- Develop respect and empathy
- Teach independent, critical thinking skills for all areas of life
- Give children the building blocks for safe, healthy and happy relationships
- Prepare children for more mature learning at secondary school

Exploring prejudice and stereotyping

- What does prejudice mean?
- What is a stereotype?
- What assumptions do people make?
- Do I encounter these in my life?
- How can I learn to avoid being prejudiced?
- How can I help to prevent bullying or discrimination?



You use a walker, so you won't like to dance



You're a girl, so you won't be interested in science

Teaching about equality – identity

- What is my background?
- What do I think and feel about myself?
- What do I believe?
- How am I different to other people?
- How are we the same?
- How can we manage our differences respectfully?



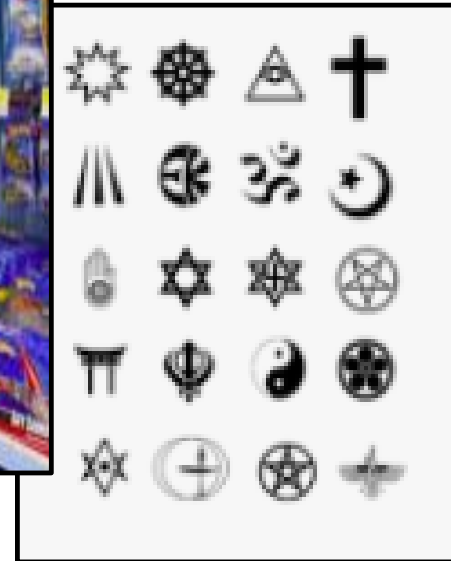
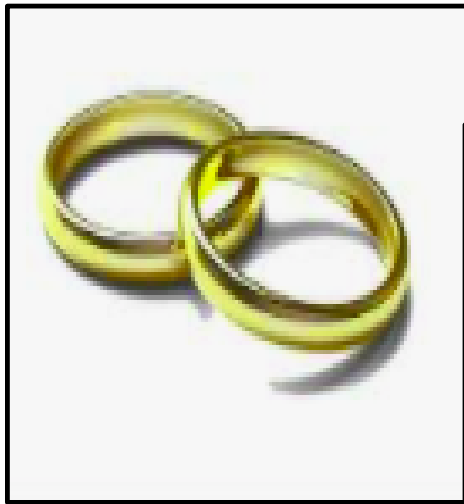
Teaching about equality – critical thinking

- What do we mean by race/gender/disability/family?
- Do we expect people behave in certain ways? Why?



Teaching about equality – critical thinking

- What do we mean by love, marriage, friendship?
- What influences our beliefs?



Thank you – any questions?