

# Relationships, Health and (sometimes) Sex Education

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Why is the curriculum changing?

## 5-7 year olds

- ▶ 5% have their own smartphone
- ▶ 37% have their own tablet
- ▶ 27% use a smartphone to go online, and 63% use a tablet to go online
- ▶ 14% of tablet owners are allowed to take it to bed with them
- ▶ 20% use a smart speaker in the home
- ▶ 96% watch TV on a TV set, while 40% use a tablet, and 12% use a mobile phone to watch TV
- ▶ 98% watch TV programmes or films (on any device), for 11hrs 6mins a week
- ▶ 73% watch live broadcast TV, and 73% watch video-on-demand content\*
- ▶ 62% play games, for 6hrs 18mins a week
- ▶ 35% play games online
- ▶ 64% watch YouTube, for 8hrs 36mins a week
- ▶ 11% watch YouTubers or vloggers
- ▶ 4% of online users have a social media profile



## Sexual violence and sexual harassment between children in schools and colleges

Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads

May 2018



66 children drew pictures – only 5 represented female fire fighters, surgeons or fighter pilots

# 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 legal background





## 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

Statutory guidance

# National curriculum in England: framework for

Updated 2 December 2014



## The Equality Act 2010 and schools

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

May 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



# 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

# Defining definitions

- There is no government definition of sex education (how helpful!)
- There are overlaps between relationships, health and sex education
- Schools will set out their definitions in the RHSE policy
- Sex education is a distinct part of the secondary curriculum

# 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
<b>Parts of the body</b>	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)
<b>Growing up and puberty</b>	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
<b>Reproduction</b>	The role of families in caring for babies and children	The different types of reproduction How animals including humans have offspring	Menstrual wellbeing



RSHE and fake news



## RHSE and fake news

- 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.

# 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?



# 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



Thank you – any questions?

# Thank you

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