Relationships, Health and (sometimes) Sex Education

Zoe Barkham

Improvement Officer, Health and Wellbeing



Why is the curriculum changing?





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

Sexual violence and

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

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

- want their first sexual experience rather than feel pressured
- be aware of and report abuse

The legal background





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

resented to Parliament y the Secretary of State for Health and Secretary of State for Education y Command of Her Majesty



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

Statutory guidance

Updated 2 December 2014

National curriculum in England:

framework for Department

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.

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v 2014

Reference no: 190015

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

and Health Education

Sex Education (RSE)

Relationships

Relationships and

Education,

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

Being safe

- 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

- 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

Staying safe in the sun

 Hygiene, oral health and selfcare The changing adolescent body

Basic first aid

Emotional literacy and vocabulary

 How physical and emotional health are linked 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
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



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.

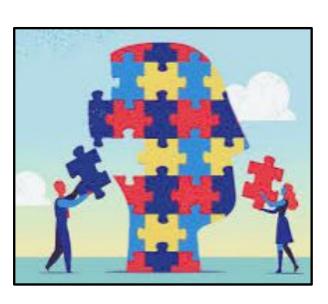
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.

• 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.



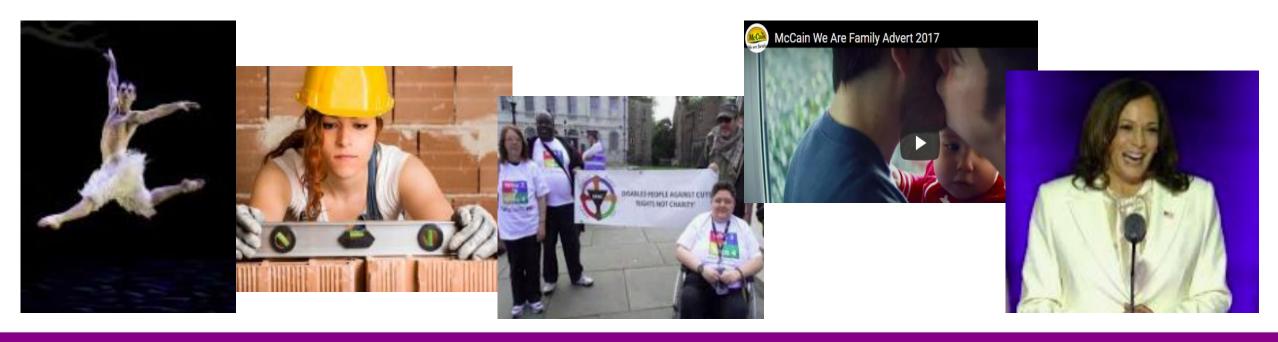
Teaching about equality – identity

- •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

Zoe Barkham
Improvement Officer, health and wellbeing

