

# Relationship & Sex Education; Health Education (RSHE - Secondary Education).

## Key Points:-

- From September 2020, Relationship and Health Education will become statutory. Schools are encouraged to start to implement this from September 2019.
- This will form part of the Basic Curriculum; the guidance sets out that “Schools should continue to develop knowledge on topics specified for primary as required and in addition cover .... Content by the end of secondary” (end of Year 11).
- Schools do have flexibility of what to cover and when and can cover additional content based on localised need (see PSHE Association programme of study; finance ed has, in the most part, NOT been included).
- The curriculum should be age appropriate but spirals / developed over the life of the student (not just delivered once).
- There are multiple strategies / ideas being linked into this curriculum: -
  - o **OFSTED specifically:** curriculum research in OFSTED, social justice (OFSTED), memory development and schemata (OFSTED), character education (DofE and OFSTED),
  - o **DfE specifically:** Prevent strategy, life-saving skills, Activity Passports and developing resilience (primary), supporting vulnerable students, mental health and emotional/mental wellbeing, social mobility, tackling exploitation, Keeping Children Safe in Education (Safeguarding – which requires students being taught about safeguarding) and SMSC provision, Respectful Schools Communities (Toolkit), Behaviour and Discipline in schools, Equality Act 2010, SEND, Alternative Provision, Mental Health and Behaviour in Schools, Preventing and Tackling Bullying, Sexual Violence and Sexual Harassment between children in schools, National Citizen Service,
  - o **Across Government:** Obesity strategy, Public Health England, Healthy Schools Status.
- **Strong correlation between RSHE and Character Education: Guidance due for publication before Christmas 2019.**
- Requirement for a written Relationship and Sex Education (current requirement) written in consultation with students, teachers, parents, governors and wider community. (Sample policy will be written when the guidance is finalised).
- The religious background of students should also be taken into account. Parental right to withdraw from Sex Education only; no right to withdraw from Relationship or Health Education. Right to withdraw can overrule child’s wishes until “3 terms before child’s 16<sup>th</sup> birthday”; child can then over-rule parents requests and have Sex education. **Consequence for timing of SRE in Year 10 and 11 for secondary schools.**

## PSHE between now and September 2020:

- 2019-2020: PSHE is advisory. Schools are encouraged to be using the RSHE guidance but not required to do so; OFSTED framework places RSE into the Personal Development grading.
- 2020-2021: RSHE becomes statutory; use guidance.

### **Knowledge, Skills and Virtues (all of equal value):-**

- **Knowledge:** Identified a wide range of topics grounded into 14 themes (6 themes in Relationship Education and 8 themes in Health Education). Worth noting, certain themes traditionally connected to PSHE have not been included (for example finance education, careers and work-related learning, key topics in safety etc.) RHE curriculum is encouraged to be taught as part of a wider Personal, Social, Health and Economic (PSHE) Education.
- **Skills:** Very grounded in teaching PSHE and Citizenship; both knowledge and life-skills have always been intrinsically linked.
- **Virtues (teaching of these is a subject of debate in PSHE teaching):** resilience (persevere with tasks, belief in achieving, working towards rewards, continuing despite setbacks), self-respect, self-worth, honesty and truthfulness, integrity, courage, humility, kindness and consideration of others, generosity, trustworthiness, sense of justice, generosity, integrity, informed decision-making, wellbeing. Opportunities for social action, active citizenship and voluntary service are encouraged.

### **Curriculum:**

- **Parents and Guardians:** No parental right to withdraw for Relationship or Health Education; right to withdraw from all or some Sex Education (Intimate and Sexual Relationships, including sexual health – we are still awaiting confirmation from the DFE.) Schools are encouraged to work closely with parents when planning and delivering the curriculum including the purpose of and content of the curriculum where teaching Sex education.

Where parents request to be withdrawn, the Head should discuss the request with the parent (and child if appropriate) including the detrimental impact of withdrawing from the curriculum. For the vast majority of SEND students, this should not be a consideration in granting a parental request. (Please see the holding a conversation with parent's around the right to withdraw guidance – a copy can be obtained from Emily Morgan).

Parents do have the automatic right to withdraw (except for content taught through the Science curriculum); Headteachers can over-rule this "in exceptional circumstances" (but not defined what these are). Students have the right to overrule parents in relation to Sex education "3 terms before 16<sup>th</sup> birthday."

- **Timetabling:** Schools are encouraged to have timetabled PSHE/RSHE programme with good outcomes and to have a lead teacher to oversee the subject. The lead teacher needs to work closely with related curriculums (Citizenship, Science, Computing, PE, English, transition, Safeguarding and Pastoral support). PSHE Association: recommendation to study for 1 hour a week.
- **Equality:** the curriculum can be written in conjunction with faith reflecting the view of the religion. Schools cannot discriminate on the basis of the protected characteristics (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation). Schools can make reasonable adjustments to alleviate disadvantage or to take proportionate positive action to deal with a disadvantage affecting one group because of a protected characteristic e.g. supporting girls where there is evidence

of disproportionate sexual violence/harassment. Gender equality is actively encouraged including in RHE.

- **SEND Students:** The curriculum should be accessible to all; the curriculum links in particular into preparing for adult outcomes guidance. Schools are encouraged to work with parents so that they know what is taught and when. Right to tailor the curriculum to meet the specific needs of students.
- **LGBTQ Specific Content:** Schools can determine how to address this; recommends that this is integral throughout the programme of study. Be mindful of the Equality Act 2010 and the Public Sector Duty in relation to this. DFE has indicated that this should be included in secondary provision.
- **Working With External Agencies:** should be used to enhance and not replace teaching. They should be checked including content in advance to support with differentiation, visitors aware of issues around confidentiality and credentials checked.
- **Specific Content:** Included within this guidance; a subject audit tool (Sandwell specific) and toolkit (from the PSHE Association and Sex Education Forum) will be released shortly to identified staff in each school. Support and resources will continue to come.
- **Physical Health and Mental Wellbeing:** Schools are encouraged to have a whole-school approach to teaching and promoting health and wellbeing (with links made to behaviour and attainment). The curriculum is the core themes; where local issues are arising, schools are allowed to address these as well. Included within this is the importance of hobbies, developing interests, participation in the community including practising service to others and spending time with others (links can be made to the Activities Passports, December 2018).

Public Health are setting up network around Mental Health and School Health Improvement provision to be in line with the Mental Health Green Paper and Public Health priorities. Secondary Reps on the panel are George Salter / Perryfields / Phoenix Collegiate. More guidance will be provided shortly in relation to Mental Health. Links into Trailblazer Funding for Mental Health.

### Curriculum Content (to be delivered by the end of Secondary education: Year 11).

<b>Families</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that there are different types of committed, stable relationships.</li> <li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>• what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li> <li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>• the characteristics and legal status of other types of long-term relationships.</li> <li>• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> <li>• how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships);</li> </ul>
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	and, how to seek help or advice, including reporting concerns about others, if needed.
<b>Respectful relationships, including friendships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>• the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> </ul>
<b>Online and media</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</li> <li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• what to do and where to get support to report material or manage issues online.</li> <li>• the impact of viewing harmful content.</li> <li>• that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> <li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• how information and data is generated, collected, shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• The concepts of, and laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced</li> </ul>

	<p>marriage, honour-based violence and FGM, and how these can affect current and future relationships.</p> <ul style="list-style-type: none"> <li>• how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</li> </ul>
<b>Intimate and sexual relationships, including sexual health</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</li> <li>• that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</li> <li>• the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• the facts around pregnancy including miscarriage.</li> <li>• that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</li> <li>• how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>

## Physical Health and Wellbeing Education

<b>Mental wellbeing</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>• that happiness is linked to being connected to others.</li> <li>• how to recognise the early signs of mental wellbeing concerns.</li> <li>• common types of mental ill health (e.g. anxiety and depression).</li> <li>• how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</li> <li>• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>
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<b>Internet safety and harms</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image, how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</li> <li>how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</li> </ul>
<b>Physical health and fitness</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.</li> <li>about the science relating to blood, organ and stem cell donation.</li> </ul>
<b>Healthy Eating</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> </ul>
<b>Drugs, Alcohol and Tobacco</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</li> <li>the law relating to the supply and possession of illegal substances.</li> <li>the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> <li>the physical and psychological consequences of addiction, including alcohol dependency.</li> <li>awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li> </ul>
<b>Health and Prevention</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li> <li>(late secondary) the benefits of regular self-examination and screening.</li> </ul>

	<ul style="list-style-type: none"> <li>• the facts and science relating to immunisation and vaccination.</li> <li>• the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>
<b>Basic First Aid</b>	<ul style="list-style-type: none"> <li>• Pupils should know</li> <li>• basic treatment for common injuries.</li> <li>• life-saving skills, including how to administer CPR.</li> <li>• the purpose of defibrillators and when one might be needed.</li> </ul>
<b>Changing Adolescent Body</b>	<ul style="list-style-type: none"> <li>• Pupils should know</li> <li>• key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> <li>• the main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>