

Are you ready?  
Relationships and Sex Education 2020

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# RSE for the 21<sup>st</sup> Century

- Statutory guidance released 25<sup>th</sup> of February 2019 ratified by the House of Lords on the 24<sup>th</sup> of April
- Relationships Education, Relationships and Sex Education and Health Education
- All schools, including maintained, academies, special, independent, free schools and alternative provision
- Schools are free to determine how to deliver the content in the context of a broad and balanced curriculum
- Schools must have due regard to this guidance, and, where they depart from it, they will need to have good reasons for doing so



# Should be read in conjunction with:

- Keeping Children Safe in Education
- Respectful School Communities, Self Review and Signposting Tool
- Behaviour and Discipline in schools (advice for schools)
- Equality Act 2010
- SEND code of practice 0-25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools
- Preventing and Tackling Bullying (advice for schools)
- Sexual Violence and Sexual Harassment in schools
- The Equality and Human Rights Commission Advice and Guidance
- Promoting Fundamental British Values as part of SMSC in Schools
- SMSC requirements for Independent Schools
- National Citizen Service guidance for schools

# The Must 'Do's'

- Have an up to date RSE policy and display this on the school website
- Consult with parents in developing and reviewing this policy
- Provide a copy free of charge
- Take the religious background of pupils and parents into account
- Comply with the Equality Act paying particular attention to the Public Sector Equality Duty (s.149 of the act), in respect of age, sex, race, disability, religion, gender re-assignment, pregnancy or maternity, marriage, civil partnership or sexual orientation
- RSE must be accessible for pupils with SEND- preparing for Adulthood Outcomes and set out the SEND code of practice
- Not encourage early sexual experimentation

# RSE Policy

- Should define RSE – aims and objectives
- Set out the subject content how it is taught and who is responsible for teaching it
- Say who delivers relationships education
- State how the policy has been produced and how it will be kept under review in both cases working with parents
- Include information to clarify why parents *do not* have the right to withdraw their child
- Say how RSE is monitored and evaluated
- Cover the requirements on schools in law, e.g. the Equality Act
- Explain clearly how to answer those 'sensitive' questions
- Say how children thought to be at risk will be supported
- Confirm the date by which the policy will be reviewed
- How the policy links to others

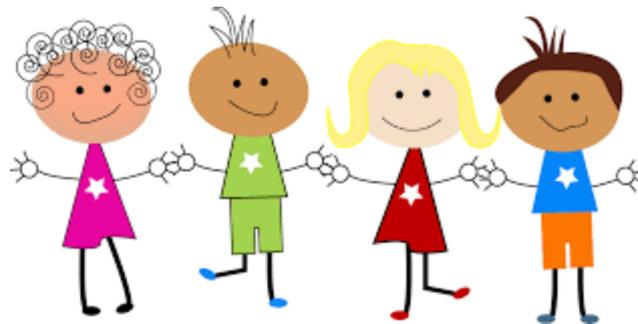
# Expectations for Primary Schools

- From the beginning teachers should talk explicitly about the features of healthy friendships and other relationships. How to take turns, how to treat each other with kindness and respect and the cultivation of 'virtues'
- To understand one's own and others' boundaries in play, in negotiations in play, space, toys, books. Permission seeking and giving
- Personal space and boundaries, appropriate and inappropriate or unsafe physical contact, including the knowledge they need to recognise and report abuse including emotional, physical and sexual abuse
- RSE should create an opportunity to enable pupils to be taught about positive emotional and mental wellbeing
- Teaching about families in a sensitive way, including single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents
- Promote an awareness of where to turn for help, identifying trusted adults in their lives
- The principles of positive relationships also apply online especially as, by the end of primary school many children will be using the internet. Teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives

# Curriculum Design – Expectations

- Schools are free to determine how to deliver the content of the guidance in the context of a broad and balanced curriculum
- Key knowledge broken down into units of a manageable size
- Explore cross-curricular opportunities so that learning is rich and relevant
- Communicated clearly to pupils in a carefully sequenced way within a planned programme or lessons
- RSE should complement, not duplicate, content of National Curriculum Science
- Have identified learning outcomes and built on previous knowledge
- Reflect the digitalisation of children in today's world
- Ensure that schools comply with the Equality Act 2010

Primary children will know about:



# Relationships Education

- Families and People who care about me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

# Health Education

- Mental wellbeing
- Internet Safety and Harm
- Physical Health and Fitness
- Healthy Eating
- Drugs/Alcohol and Tobacco
- Health prevention
- Basic First Aid
- **Changing Adolescent Body (age 9-11)**

understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.

87. Schools have flexibility to design and plan age-appropriate subject content, but this guidance sets out core areas for health and wellbeing that are appropriate for primary and secondary aged pupils.

88. Puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience.

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## Menstruation

89. The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, schools should also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products. Schools will need to consider the needs of their cohort of pupils in designing this content.

# By the end of primary school children will know



# Families and people who care for me

- **That families are important** for children growing up because they can give love, security and stability
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, **protection and care for children** and other family members, the importance of spending time together and share each other's lives
- That others' families, either in school or in the wide world sometimes look different from their family, but 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
- **That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong**
- **How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed**

# Caring friendships

- **How important friendships are in making us feel happy and secure** and how people choose and make friends
- The characteristics of friendships, including **mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust**, sharing interests and experiences and support with problems and difficulties
- That **healthy friendships** are positive and welcoming towards others, and do not make others feel lonely or excluded
- That most friendships have ups and downs and that these can often be worked through so that the friendship is repaired or even strengthened, and that **resorting to violence is never right**
- **How to recognise who to trust and who not to trust**, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed

# Respectful relationships

- 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
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- The conventions of **courtesy and manners**
- The **importance of self-respect** and how this links to their own happiness
- 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 respects to others including those in positions of authority
- **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 permission-seeking and giving in relationships with friends, peers and adults

# Online relationships

- That people sometimes behave differently online, including by **pretending to be someone they are not**
- That the same principles apply to online relationships as to fact-to –face relationships, including the importance or **respect for others online** including when we are anonymous
- The rules and principles for keeping safe online, how to **recognise risks, harmful content and contact**, and how to report them
- How to critically consider **their online friendships** and sources of information including awareness of the risks associated with people they have never met
- How information and **data is shared** and used online

# Being Safe

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- **About the concept of privacy** and the implications of it for both children and adults, including that it is not always right to keep secrets if they relate to being safe
- That each person's body belongs to them and the differences between **appropriate and inappropriate or unsafe physical and other contact**
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- How to recognise and report feelings of being unsafe or feeling bad about any adult
- How to ask for advice or help for themselves, and to keep trying until they are heard
- How to report concerns or abuse and the **vocabulary and confidence needed to do so**
- Where to get advice e.g. family, school and/or other sources

# Assessment

- Schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas
- No formal examined assessment
- Is my programme of work reflecting my pupils needs?
- How do I know?
- How would I prove it (evidence not opinion)
- What assessment data am I gathering to demonstrate pupils are meeting my learning objectives?
- How is my programme changing to reflect evaluation and changing local needs?

# Ofsted

*Key aspects of RSE and Health Education are in scope for Ofsted inspection; for example, through inspectors' consideration of pupils' personal development, behaviour and welfare, and pupil's spiritual, moral, social and cultural development*

# Early Adopter's Scheme

- DfE are looking for schools who will begin teaching the new curriculum by September 2019
- The Department and Schools will have the opportunity to learn lessons about:
  - Best practice on how these subjects are taught more effectively
  - How schools that currently teach a large proportion of the existing curriculum are ensuring they include the new elements
  - How the department can best support schools
- Schools will:
  - Be invited to a national conference
  - Receive advanced drafts of school support products
  - Early access to training

# The Early Adopter's Scheme

[rshe.earlyadopters@education.gov.uk](mailto:rshe.earlyadopters@education.gov.uk)

# Further support

- PHSE Association – [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- RSE Hub – [www.rsehub.org.uk](http://www.rsehub.org.uk)
- SEF – Sex Education Forum – [www.sexeducationforum.org.uk](http://www.sexeducationforum.org.uk)
- RSE Programme Officers [rse@lincolnshire.gov.uk](mailto:rse@lincolnshire.gov.uk)

# Any questions?



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