RSE Parent Consultation

2020 PSHE Curriculum Changes Overview

Aims of this presentation

As the DfE statutory guidance states: *'Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSE. Good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum.'*

Therefore we aim to:

Communicate with our parents/carers about PSHE education at Chiltern Hills Academy. To highlight the new 2020 guidance and give you the opportunity to comment and feedback on our intended delivery of mandatory topics to our students

Provide an overview of the draft mandatory RSE education curriculum at Chiltern Hills Academy

Give opportunity to consult on the Relationships and Sex Education Policy (attached to this information)

Conduct a Parent voice – establishing parents/carer current understanding of RSE, giving opportunity to raise any questions and concerns

Provide an overview of the suggested PSHE education curriculum

What is PSHE?

PSHE at Chiltern Hills Academy is taught under the subject 'Life Skills' from KS3-5

Personal, social, health and economic (PSHE) education is the school subject that deals with real life issues affecting our children, families and communities. It's concerned with the social, health and economic realities of their lives, experiences and attitudes. It supports pupils to be healthy (mentally and physically); safe (online and offline) and equipped to thrive in their relationships and careers.

Most of PSHE education becomes statutory for all schools from September 2020 under the Children and Social Work Act 2017. This includes Relationships and Sex Education (RSE) and Health Education in Secondary Schools.

What is PSHE?

PSHE Association

There are 3 core themes covered in PSHE:

Theme 1: Health & Wellbeing	Theme 2: Relationships	Theme 3: Living in the Wider World
Topic areas: • Personal Identity • Healthy lifestyles • Keeping safe	**Topic areas:** • Healthy Relationships • Relationships and sex education (RSE) • Relationship safety • Valuing difference	**Topic areas:** • Rights and responsibilities • Economy wellbeing • Employability and enterprise • Career progression
Mandatory in all secondary schools from Sept 2020	Mandatory in all secondary schools from Sept 2020	Not yet mandatory, however schools are encouraged to continue to teach this theme.

Themes & Life Skills at CHA

Theme 1: Health & Wellbeing	Theme 2: Relationships	Theme 3: Living in the Wider World

- Learning from one theme may be related and relevant to others.

- Whilst the framework distinguishes three separate core themes, there will be extensive overlap, so when planning schemes of work, lessons may draw from more than one theme.

- For example, Relationships and Sex Education (RSE) falls within both 'Health and Wellbeing' and 'Relationships', as sexual health should always be considered as an element of health education but also taught within the context of healthy relationships.

- Similarly, whilst they are specifically addressed where appropriate, assessing and managing risk and managing life online are integrated throughout all three core themes.

Theme 1: Health & Wellbeing

Health Education aims to give children the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of secondary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

Theme 2: Relationships and Sex Education (RSE)

Department for Education

Relationships and Sex Education will build on the teaching at primary school. It aims to give young people the information they need to help them develop healthy, nurturing relationships of all kinds.

Our school will cover content on what healthy and unhealthy relationships look like and what makes a good friend, colleague and successful marriage or committed relationship. At the appropriate time, the focus will move to developing intimate relationships, to equip your child with knowledge they need to make safe, informed and healthy choices as they progress through adult life.

By the end of secondary school, pupils will have been taught content on:

- families
- respectful relationships, including friendships
- online media
- being safe
- intimate and sexual relationships, including sexual health

Link to Government Parent Guide for Theme 1 & 2

What does age-appropriate mean?

- The Statutory Guidance gives content for primary and secondary, but not by key stage or year

- This is because the 'age and developmentally appropriate' judgement will vary by school and context

- The use of the PSHE Association Programme of Study is supportive of guidance towards age-appropriate delivery

- This means that we consider the guidance and teach topics that we believe through our experience with our students is appropriate for them to learn about

- For example – in Sex Education we teach about pornography in Year 9

- We feel Year 7 or Year 8 is too early and for Year 10 students this might surpass the requirement at this age

- In addition, the parent/carer voice will offer the opportunity to agree or disagree with our topic delivery

LGBT inclusive

- Statutory Guidance says *"schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum"*

- The statutory guidance states that all pupils should receive teaching on LGBT relationships during their school years. The guidance is clear that secondary schools should include LGBT content in their teaching

- The Equality Act (2010) requires schools to prevent discrimination, advance equality of opportunity and foster good relation between different groups. The protected characteristics that apply to Chiltern Hills Academy age children are disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

- Our aim is to embed LBGT themes throughout our curriculum topics as well as PSHE

Sensitive issues

- We understand that many of the topics in PSHE are sensitive for a number of different reasons

- We want to ensure that students feel safe and confident within lessons

- Currently we take the following steps to support our students during these lessons:
  - Students are informed what topics they will be studying
  - They have the opportunity to raise any concerns they have about any particular topics with their form tutor/Academic Year Leader/PSHE coordinator
  - Staff members are then able to plan accordingly for these lessons by sharing resources or content with the student prior to the lesson, discussion with home or discuss redirection possibilities
  - Students are reminded of topic content at the start of each rotation as new experiences may have arisen since the start of term, the same process occurs
  - SEN is taken into account when planning and discussed with form tutors. This process is anticipated to prepare SEND for learning and settle any anxiety about learning sensitive topics

Managing sensitive topics

Teachers establish clear parameters of what is appropriate and inappropriate in a whole class setting. It is a matter of common practice that:

- no-one (teacher or student) is required to answer a personal question
- no-one is forced to take part in a discussion
- the correct names for body parts are used
- sensitivity will be shown towards those of particular faith backgrounds
- nothing should be said that could be construed as embarrassing or offensive to other pupils or students.

If a question is too personal or inappropriate, the student will be reminded of the ground rules. Any concerns for students will be raised to Safeguarding

It is important to recognise the power and confusion of informal learning from, for example, television, magazines, newspapers, gossip, jokes and the wider community. Teachers can do much to dispel myths, reduce fear and anxiety, clarify understanding and counteract prejudice.

Managing a sensitive class discussion

- Occasionally teachers may find that managing a whole class discussion is a useful stage in the teaching of a particular topic

- Whole class discussions can be a useful way to model listening respectfully to the views of others and turn-taking, though in a class of 30 only one person can speak at a time so these discussions should not be over-used

- Anonymous question boxes are provided for topics with sensitive content so students are not embarrassed to ask important questions. This allows the teacher to review questions prior to discussing answers with the class

- While 'distancing techniques' (using a third party example) can be useful in some cases for sensitive or potentially personal issues, in general, it is not helpful to invite pupils to 'act' roles which may be controversial in such discussions – it is better to allow them to ask their own genuine questions or express their own genuine views

- Teachers should manage and lead discussions attentively. If the discussion is at risk of straying, the teachers need to be prepared to redirect it back to intended topics –the teacher is in charge at all times

- It is generally not helpful to ask pupils to lead or chair discussions on sensitive topics as there can be a greater risk of going off topic

Right of withdrawal

Starting September 2020

- Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education.

- Parents will be able to withdraw their child (following discussion with the school) from any or all aspects of **Sex Education**, other than those which are part of the science curriculum, up to and until three terms before the age of 16.

- After that point, the guidance states that 'if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.'

- Where pupils are withdrawn from sex education, schools should document the process and will have to 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'

Relationships & Sex Education (RSE) Policy

- It is mandatory for all schools to have an RSE policy in place

- The policy will be approved by Governors

- There is a draft copy of the RSE policy attached for your reading and reflection

- The next slides will provide an overview of the draft curriculum for the mandatory Themes 1 and 2 for Year 7 to Year 11

- Relationships & Sex Education (RSE) content is highlighted in Blue.

- Some of the PSHE content is covered and taught in other subject curriculums. For example in Science, Food Technology, PRE

The RSE Policy Questionnaire provides an opportunity for you to feedback regarding the 'Theme 2: Relationships' lessons. Your opinion will help the school to decide how and when to cover the content of the statutory guidance.

Curriculum Overview

Year 7

Y7	Autumn 1	Autumn 2	Spring 1	Summer 2
Lessons	**Theme 1: Health & Wellbeing**	**Theme 2: Relationships**	**Theme 1: Health & Wellbeing**	**Theme 2: Relationships**
1	**Introduction to PSHE** - Outline the importance and structure of Life Skills - Review learning at primary school level for PSHE	**Safe and positive relationships** - Explore the positive qualities that people might bring to relationships and to promote self-esteem; - To understand the importance of friendship as a basis for romantic relationships.	**Managing Emotions** - To recognise emotions - To identify strategies of how to manage emotions	**Identity, Rights & Responsibilities** - Describe and identify different aspects of your own unique identity and those in your class
2	**Transition to secondary school** -Identify how to manage change -How to manage the challenges of moving to a new school	**Bullying or Banter** - Identify whether situations are bullying - Describe the consequences of 'banter' - Exploring strategies to manage concerns with bullying/where to find help	**Managing Puberty - changing bodies and minds** -To understand the physical changes young people experience during puberty -To understand the emotional changes during puberty	**Diversity in the UK** - Understand diversity in the UK - Explain why diversity is important in society
3	**Importance of sleep** -To promote the benefits of adequate sleep -Understand good sleep hygiene	**Family Life** - To explore the role of parents and the importance of stable long-term relationships for family life. - Managing arguments in families	**Managing Puberty - personal hygiene, menstruation** - To understand the importance of personal hygiene. - To understand the sanitary options to manage menstruation - **FGM**	**Prejudice & Discrimination** - What is prejudice, how it originates and how it can be challenged - To develop the skills and attributes to challenge and manage discriminatory behaviours
4	**Healthy lifestyle choices** - Identify healthy diets - Identify strategies for good dental hygiene - Understand the importance of exercise	**"Managing online and offline relationships (Safer Internet Day)"** - Explore cyber bullying and its effect - Learn how to conduct healthy relationships online and how to respond to and manage negative online relationships.		**Summer holidays** - Identify where support can be found during the school holiday - Using internet, gaming and video content safely/ understanding age ratings

Year 8

Y8	Autumn 2	Spring 1	Summer 1	Summer 2
Lessons	**Theme 2: Relationships**	**Theme 2: Health & Wellbeing**	**Theme 1: Health & Wellbeing**	**Theme 2: Relationships**
1	**Healthy Relationships** - Explore the positive qualities that people might bring to relationships and to promote self-esteem - Understand the importance of friendship as a basis for romantic relationships.	**Introduction to Mental Health** - Understand what is meant by mental health - Evaluate attitudes towards mental health	**First Aid & Personal Safety** - How to respond in an emergency situation - How to assess emergency and non emergency situations.	**Gender & Sexuality** - Understand what is meant by gender - Understand the term sexuality and sexual orientation - Overview of the equalities act 2010
2	**Consent** - Identify cases when consent has or has not been given in general circumstances e.g. a handshake - Understand what consent is and how to withdraw or give consent	**Common mental health concerns** - Understanding the symptoms of anxiety and depression - Understanding treatment options - Identifying how to support yourself and others	**Basic First Aid** - Understand basic first aid for common injuries - Overview of first aid kits	**Understanding LGBTQ+** - Identify different identities and how the use terms in the correct context - Understanding the importance of tolerance and respect - LGBTQ discrimination
3	**Online safety, sexting and its consequences** - Understand the pressures on young people online/via text - Understand the possible consequences of sending a naked image, including legal consequences - Understand where to seek support	**Emotional wellbeing & Body Image** -Investigate the link between media and body image -Reflect on your personal body image	**CPR** - Understand what CPR is - Understand when CPR should be used - Understand how it should be used	**Prejudice, Discrimination - gender and sexuality discrimination** - Learn about the responsibilities that people have if they are aware that someone is being bullied for their sexual orientation or gender - Recognise and challenge homophobia and biphobia - Review how people can be discriminated against
4	**Managing conflict at home** - Identify strategies to resolve and manage conflict in different situation - Examine why some conflict strategies work better than others and likely outcomes		**Defibrillators** - Understand what a defibrillator is - Identify where they are located - Review how to use a defibrillator	**Gender Stereotypes** - Understand what is a gender stereotypes and examples - Understand how this has a negative impact - How to challenge stigma, stereotypes and misinformation

Year 9

Y9	Autumn 2	Spring 1	Summer 1	Summer 2
Lessons	**Theme 1: Relationships**	**Theme 1: Relationships**	**Theme 2: Health & Wellbeing**	**Theme 2: Health & Wellbeing**
1	**Consent** - Identify cases where sexual boundaries have been crossed and crime has been committed. - Understand the laws linked to consent	**Danger of Sexually Transmitted Diseases** - Understand how the different sexually transmitted infections are transmitted and the dangers - How risk can be reduced through safer sex - the importance of and facts about testing	**Drugs & the law** - The facts about legal and illegal drugs and their associated risks, - The link between drug use, and the associated risks, including the link to serious mental health conditions	**Mental Health** - Explain the traits of mental health disorders - Beating mental health stigma - Understanding where to find support and types of treatment
2	**Controlling Relationships** - Recognise if relationship is unhealthy or abusive (including both emotional and physical abuse. - Understand the impacts and strategies to manage controlling or coercive relationships	**Contraception** - Understand the differences between types of contraception - Understand negotiation skills for contraceptive use in healthy relationships.	**Alcohol and Addiction** - Understand the facts about alcohol use and negative effects of substance abuse - Explore the benefits of not drinking alcohol and the risks and consequences of addiction	**Eating Disorders** - Understand the causes / triggers for unhealthy coping strategies: - recognising when they or others need help - Identifying sources of help / strategies for access
3	**Forced Marriage/Honour based violence** - Understanding violence including 'honour' based violence, forced marriage / rape. - Strategies to manage / access support for self and others. - Understand how to seek support	**Safe use of the internet & dangers of pornography** - Understand how sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves and negatively affect how they behave towards partners	**Smoking and Vaping** - Understand the facts about smoking and vaping - Review the negative effects of these exploring the benefits of not smoking and the risks and consequences of addiction	**Self-Harm** - Understand the causes/triggers for unhealthy coping strategies - Recognising when they or others need help - Identifying sources of help/strategies for access
4	**Managing Breakups** - Correctly identify how we can help our friends and ourselves to mend a broken heart after a break-up. - Describe strategies to manage emotions.		**County Lines and Drugs Education** - Identify how criminals exploit young people and how county lines works - Identify where to get help or report concerns	**Healthy coping strategies** - Identify a range of positive coping strategies for anxiety and stress - Understand the importance of resilience and growth mindset

Year 10

Y10	Autumn 2	Spring 1	Summer 1	Summer 2
Lessons	**Theme 1: Relationships**	**Theme 1: Health & Wellbeing**	**Theme 2: Health & Wellbeing**	**Theme 1: Relationships**
1	**Fertility and reproductive health** - Understand the facts about reproductive health, including fertility - Explain the potential impact of lifestyle on fertility for men and women - including menopause	**Managing mental health - Exams** - Investigate why we need stress - Identify the negative impacts of too much stress and strategies of how to cope	**Responsible health choices** - Understand personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics	**Gangs & Knife Crime** - Understand why people join gangs, - Explain the negative impacts of joining a gang and strategies to respond and access support
2	**Pregnancy and Options** - Understand the 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)	**Social Media and Mental Health** - The impact of unhealthy or obsessive comparison with others online - how people may curate a specific image of their life online, over-reliance on online relationships	**Responsible health choices** - Understand and explain the facts and science relating to immunisation and vaccination	**Extremism and radicalisation** - Identify methods used to radicalise young people - Understand what to do if you suspect it happening to someone
3	**Parenting** - Review the roles and responsibilities of parents with respect to the raising of children, including the characteristics of successful parenting	**Digital Footprints** - Describe what we mean by digital footprints - Describe ways our digital footprint can impact later on in our lives - Explain reasons why it is important we learn to manage our footprint	**Responsible health choices** - Understand the benefits of regular self-examination and screening for health and mental health	**Anti-Social Behaviour** - Identify anti-social behaviour and common consequences - Understand the impacts on victims - Explain the consequences of anti-social behaviour
4	**Managing grief and bereavements** - Understanding different types of loss that can be experienced - understand strategies to cope with loss and where to access advice		**Personal Safety & First Aid** - Emergency first aid skills - How to assess and manage risk and safety in new independent situations	**Drugs Impacts** - Identify the risks young people are likely to take at parties, festivals and clubs - Understand how young people can minimise the risk for themselves

Year 11

Y11	Autumn 2	Spring 1	Spring 2
Lessons	**Theme 1: Health & Wellbeing**	**Theme 2: Relationships**	**Theme 2: Relationships**
1	**Introduction to responsible health choices** - registering with and accessing doctors, sexual health clinics, opticians and other health services	**Intimate Relationships** - 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	**Grooming – 3 Girls Documentary** - Understand the causes and risk factors of grooming and sexual abuse, through Rochdale grooming documentary
2	**Women's Health - Breast examination and smear testing** - Understanding links between lifestyle and some cancers - Understanding the importance of screening and how to perform self examination	**Safe & Healthy Sex** -Deciding whether the delay sexual intercourse -Understanding myths surrounding sex -Understand what is normal and healthy sex	**Grooming – 3 Girls Documentary** - Understand the causes of grooming and sexual abuse focusing on Rochdale grooming documentary
3	**Men's Health** - Understanding links between lifestyle and some cancers - Understanding the importance of screening and how to perform self examination	**Consent, Rape and sexual abuse** -Recognise if relationship is unhealthy or abusive -How to communicate assertively in relation to sex, contraception and choices	**Grooming – 3 Girls Documentary** - Understand the causes of grooming and sexual abuse focusing on Rochdale grooming documentary
4	**Cosmetic alteration dangers** - How to manage influences and risks relating to cosmetic and aesthetic body alterations		**Grooming – 3 Girls Documentary** - Review the causes, impacts and strategies to address concerns related to grooming

RSE Policy
Feedback Checklist

- ✓ **PSHE 2020 curriculum changes slides**
- ✓ **RSE curriculum lessons & objectives**
- ✓ **Draft Policy**
- ✓ **Parental Feedback Questionnaire**