

# Get ready for statutory! RSE Foundations - Secondary

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# Sex Education Forum

Membership organisation (est. 1987)

Hosted at National Children's Bureau

Values and principles for good quality SRE

Training

Resources, evidence, campaigns



## Training outcomes

- Brief colleagues on new legislation, guidance and Ofsted requirements, including safeguarding
- Review and update existing provision in line with new legislation
- Facilitate consultation with staff, pupils and parents
- Apply a range of resources and approaches to ensure Relationships Education is inclusive and needs-led
- Identify good practice and understand how to assess, monitor and evaluate teaching and learning

## RSE values and attitudes

1. My personal opinions should not be brought in to the RSE that I teach
2. We should teach whatever young people ask us to
3. We always need to be sensitive to the different attitudes/beliefs of parents/carers
4. It is appropriate to teach about same-sex relationships
5. Outside experts do a better job of teaching RSE

*'Good quality SRE promotes the core values of respect, love and care. It also provides the opportunity for children and young people to reflect on their own attitudes and beliefs and those of their peers and others.'*

Sex Education  
Forum

# SEF 2017

## Our school is committed to relationships and sex education, which:

**Our school is committed to relationships and sex education, which:**

1. is an identifiable part of our personal, social, health and economic (PSHE) education curriculum, which has planned, timetabled lessons across all the key stages
2. is taught by staff regularly trained in RSE and PSHE with expert visitors invited in to enhance and supplement the programme where appropriate
3. works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home
4. delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills
5. is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion
6. promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online
7. gives a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity
8. gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views
9. includes learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online
10. fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSE lessons and in every-day school life
11. meets the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities
12. seeks pupils' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change

Notes: These 12 points capture what is needed for good quality RSE. This list does not necessarily address and is supported by a wide range of organisations. The purpose of RSE is to give children and young people the skills, knowledge and expertise they will need to make their future lives safe, secure, healthy and enjoyable. Pupils' age and stage of development are essential parts of tailoring RSE to meet their needs. From September 2020, relationships and sex education (RSE) is taught to all secondary school children, and the content of the curriculum is based on the Department for Education's 'Relationships Education, Sex Education and Health Education Curriculum Framework' (which is taught to secondary schools) and the 'Personal, Social, Health and Economic (PSHE) Education Curriculum Framework' (which is taught to primary schools).

Published 2017

# Quiz: What does the data say?

1. The majority of children and young people want to learn about sex and relationships from school

True

False

Survey data consistently shows that school is the preferred source of information about sex and relationships for the majority of children and young people.

2. The majority of children leave primary school with a good understanding of how to get help if they experience unwanted touching or sexual abuse.

True

False

50% of young people said they had not learnt how to get help if they experienced unwanted touching or sexual abuse.

Source: Sex Education Forum (2016). [Heads or Tails? What young people tell us about SRE](#)

3. What proportion of girls had started their periods before they had learnt about them in school?

1 in 4

1 in 10

1 in 20

Nearly a quarter of girls reported having started their periods before the subject was covered in sex and relationships education. Almost 15% of young people said they were taught nothing in school about menstruation.

Source: Sex Education Forum (2016). [Heads or Tails? What young people tell us about SRE](#)

4. What percentage of 11-12 year olds report having viewed pornography? %

Answer: 28%

Source: NSPCC Report (2016) [“.. I wasn’t sure it was normal to watch it...”](#)

5. On first viewing pornography, the NCPCC report that children and young people experience a mixture of emotions. Rank the following in order of prevalence:

- Turned on
- Disgusted
- Curious
- Confused
- Shocked

Answers:

- Turned on                    5: 17%
- Disgusted                      4: 22%
- Curious                         1: 41%
- Confused                      3: 24%
- Shocked                        2: 26%

Source: NSPCC Report (2016) [“.. I wasn’t sure it was normal to watch it...”](#)

6 What percentage of lesbian, gay, bisexual and questioning (LGBQ) young people know they are LGBQ by the age of 13?

- Less than 20%
- Between 20 – 40 %
- Over 50%

53% of LGBQ respondents said they knew they were LGBQ by the age of 13. Over half of trans respondents (58%) knew they were trans by the same age.

Source: METRO Young Chances Survey (2015)

7. Girls are at a much greater risk of child sexual exploitation than boys

- True
- False

National figures from Barnados indicate that, overall, a third of all CSE cases being dealt with are with boys and young men. Due to the nature of reporting, this is considered to be an underestimate.

Source: Barnado's (2014) [Research on the sexual exploitation of boys and young men](#)

8. In a survey of over 20,000 young people, what percentage described the SRE they received as 'poor' or 'very poor'?

- 5%
- 25%
- 40%

Source: UK Youth Parliament survey, (2008)

9. From 2019, all secondary schools (including academies and independent schools) will have to provide Relationships and Sex Education

True

False

10. From 2019, parents will not be able to withdraw their secondary age children from sex education

True

False

### 34 Education relating to relationships and sex

- (1)The Secretary of State must by regulations make provision requiring—
  - (a) relationships education to be provided to pupils of compulsory school age receiving primary education at schools in England;
  - (b) relationships and sex education to be provided (instead of sex education) to pupils receiving secondary education at schools in England.
- (2)The regulations must include provision—
  - (d)about the circumstances in which a pupil (or a pupil below a specified age) is to be excused from receiving relationships and sex education or specified elements of that education.
- Source: Children and Social Work Act (2017) - <http://www.legislation.gov.uk/ukpga/2017/16/section/34/enacted>

# Bonus Questions

11. In which year should pupils be taught the correct terms for external genitalia?
12. . What is the difference between the vulva and the vagina?
13. Why is it important to use the correct terms for genitalia?
  - Because ofsted inspectors will be looking for evidence
  - Safeguarding
  - Personal care and hygiene
  - Core skills for SRE
  - To reduce stigma and embarrassment

**Answer: All of the above!**

# Statutory RSE – the Basics

- Applies to all schools (academies, maintained, state, independent)
- Part of basic school curriculum, NOT national curriculum
- No parental right to withdraw from relationships education at primary school, parents can still withdraw from RSE at secondary school
- Implemented from September 2019
- Government consultation underway to inform updated RSE guidance and new regulations
- PSHE education could be mandatory too

# Statutory SRE – what will we get?

*"We do not think it is right to specify on the face of primary legislation the exact content of the subjects as this would be too prescriptive, removing freedom from schools and running the risk of the legislation becoming quickly out of date as the world changes"*

DfE Policy Statement, 2017

- Level of prescription not yet indicated, but government have suggested it will not be particularly prescriptive
- Will reflect changes in technology and the internet
- Relevant to 21<sup>st</sup> century challenges
- Rooted in 'healthy relationships'
- Inclusive – in line with the Equality Act and PSED
- Developmental 'spiral curriculum'
- Regularly reviewed (every 3 years)

# Statutory RSE

## -What will be taught?

RSE will likely focus on:

- **Different types of relationships**, including friendships, family relationships, dealing with strangers
- **How to recognise, understand and build healthy relationships**, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- **How relationships may affect health and wellbeing**, including mental health;
- Healthy relationships and **safety online**
- Factual knowledge, at secondary school, around **sex, sexual health and sexuality**, set firmly within the context of relationships.

*"It is difficult to see how safety and safeguarding can be good if sex education provision is poor; if pupils are kept ignorant of their human, physical and sexual rights; do not know how to protect themselves and others; or do not know where to go for help, they are not being adequately safeguarded"*

Janet Palmer, former HMI  
Ofsted, PSHE Lead

## RSE: Statutory Responsibilities:

- SRE Guidance (2000 - 2019)
- Equality Act (2010)
- National curriculum
- Ofsted (personal development, behaviour and welfare)
- Safeguarding
- SMSC
- British values
- Children and Social Work Act (2017)

# Keeping Children Safe in Education

68. Governing boards should ensure children are taught about safeguarding, including online through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

- How does your Governing Board do this?
- What do they need to monitor?
- What can you ask your Governing Board to do to support RSE in your school?

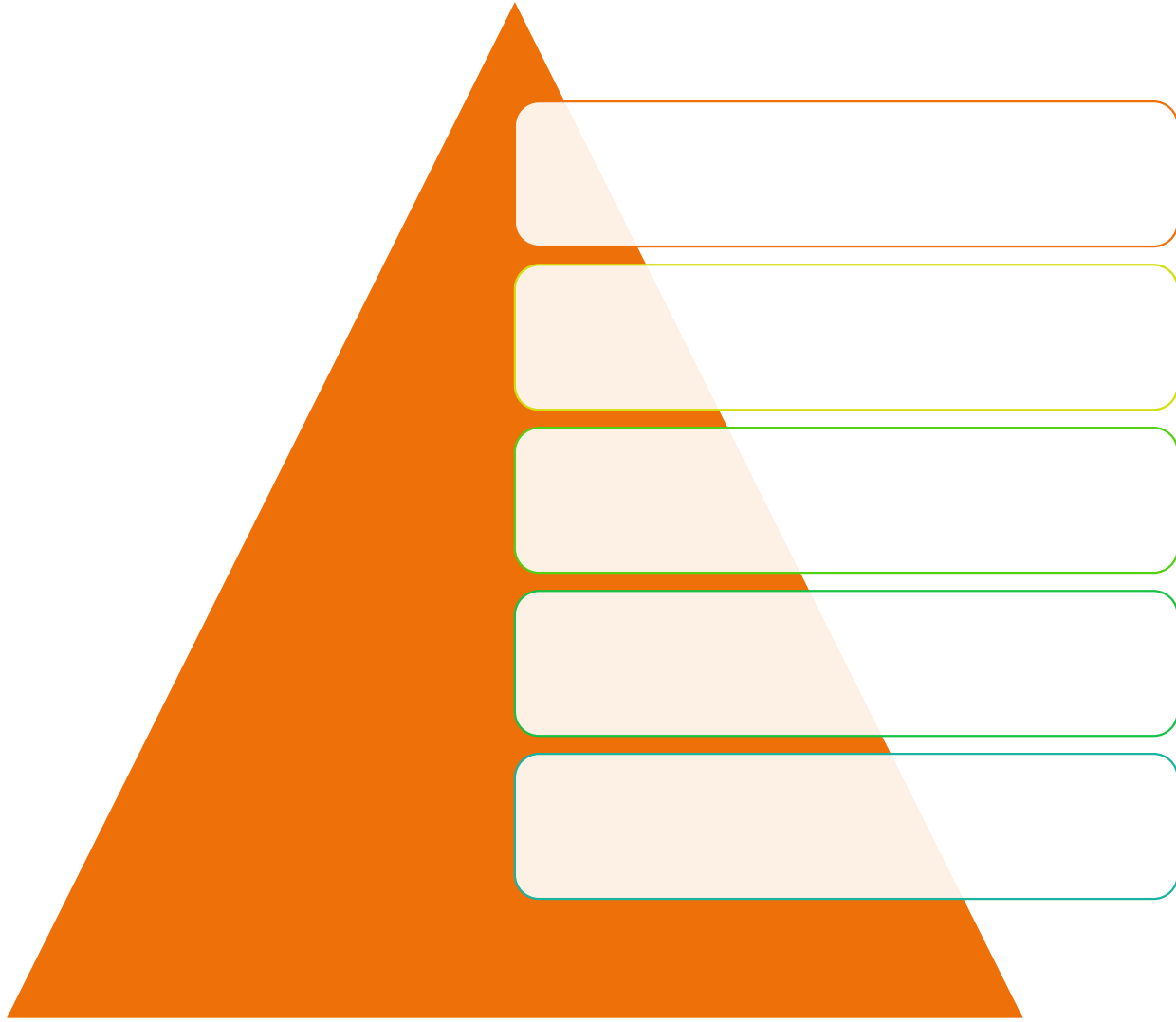
# Ofsted

Pupils have excellent understanding of relationships, sexual development, sexual consent and their human rights with regard to physical harm and sexual exploitation. They understand extremely well how to keep themselves and others healthy and safe.

TASK: Use the Ofsted grade descriptor to identify how Ofsted might rate your school.

- How do you know?
- Can you provide enough evidence to prove that your judgement is legitimate?
- What do you need to do differently to retain/achieve 'outstanding'?

# Pyramid Ranking



*"Evidence highlights the value of adopting a whole school approach to RSE, including reducing sexual risk taking behaviours."*



## Why RSE? What young people say (national)

- 50% not learnt from primary school how to get help if they experienced unwanted touching
- 34% learnt nothing about sexual consent
- 16% had not learnt correct names for genitalia
- 76% had not learnt about FGM

*Heads or Tails? What young people tell us about SRE, Sex Education Forum, 2016*

*LGBT people and their relationships. I've done nothing on that so far and my brother is gay and I think we need to know about it. (Boy, 11 yrs)*

*I was sexually abused...He was my Grandad. I didn't like it but I didn't know it was wrong and that I could say something and someone would've listened...It might have stopped earlier than it did if I had known more. (Young woman, 16 yrs)*

## Why RSE? What young people say (local - Bexley)

- 42% said their RSE at school was good or very good
- 43% not confident to talk to someone in their school about unwanted touching
- 52% had not learned about the biological/physical aspects of same-sex relationships
- 22% had not learned anything about consent

“Tell us what you think should be covered in RSE?”

- “How to be safe and not to get pregnant when you are still young”
- “I think that we should learn about how to know if someone is giving consent”
- “We should cover same sex relationships”

Pupil voice

## Consultation and involving pupils

**Activity:** A number of pupils have been sharing pornographic films in school on their mobile phones, some feature pupils from the school. The Headteacher has asked you to consult with YR9 pupils to update the curriculum.

**Consider:**

- Who else do you need to consult?
- How might you share or use your findings?
- How will you know whether your curriculum review is a success?
- How can you link this learning to other areas of the curriculum?

# BULLYING GRAFFITI WALL



Consulting pupils

# Pupil perspectives on inclusive RSE

Curriculum  
planning  
and  
resourcing

## Building a spiral curriculum

### Stacey's Story

To manage this moment safely, what would Stacey need to:

- Know and understand?
- Be aware of in terms of values, attitudes and beliefs and those of his/her peers and others?
- Be able to say and do?

Curriculum  
planning  
and  
resourcing

# Curriculum design

- Needs led – (including filling gaps from primary phase)
- Identify learning outcomes
- Develop a spiral curriculum – introduce topics in a logical order
- Explore cross-curricular opportunities so that learning is rich and relevant
- Protect curriculum time for focussed RSE lessons
- Give pupils prior warning about what is included in RSE before topics are introduced
- Signpost to 1:1 support internal and external of school

Policy  
development

# Developing an effective policy

## What should our policy include?

An effective policy should:

- Outline what the school ethos and approach to RSE is
- Provide a framework for teaching, and protocols to follow
- Act as a tool to help shape decision making

Curriculum  
planning  
and  
resourcing

## Resources

Review your resource and consider:

- What is the worst case scenario that could happen teaching with this?
- What can be done to make the learning as safe as possible?
  - Before the lesson
  - During the lesson
  - After the lesson

## External visitors

**Activity:** Using one of the real-life scenarios, consider the following questions:

- What were the school trying to achieve with this visit?
- What problems or challenges can you identify?
- What could be the wider implications of this?
- What could the school have done differently?
- How else could the learning outcomes have been achieved?

# Allsorts Youth Project, Brighton

Staff CPD,  
health and  
welfare

# Teaching, learning and staff CPD



## Learning agreement/ Ground rules

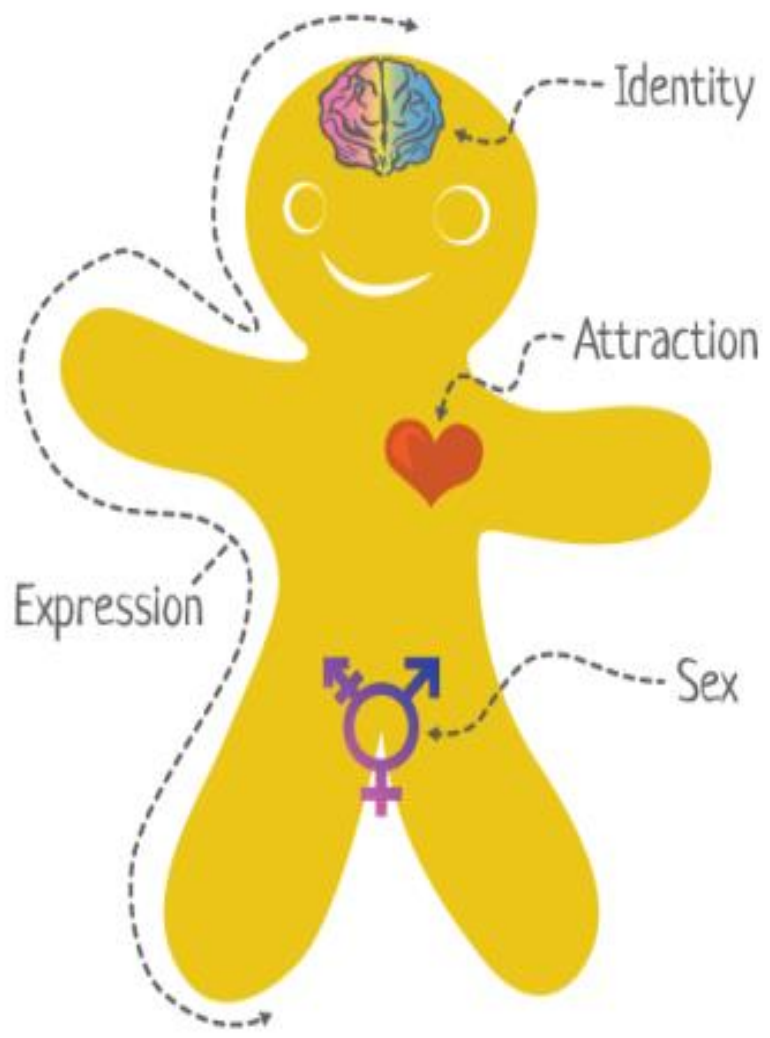
- Participation: “the more you put in.....”
- Opportunity to share, learn and practise
- Sensitivity and respect
- Challenge the statement and not the person
- Consider what personal information you share

# Using distancing to promote engagement



# Hannah Witton: Heteronormativity

Positively  
inclusive



Your gender identity is how you think about yourself, the gender that you identify with and/or feel that you are. Some people feel as though they do not have a gender at all, and may refer to themselves as agender or non-gendered.



This is how you display your gender and is demonstrated through the ways that you act, dress, behave and interact in the world, in relation to the gender expectations of your society.



This is usually determined at birth, based on observation of your genitals. However, your chromosomes, hormones, genes and internal sex organs also contribute to the make-up of your biological sex.



The types of people, (often based on gender,) that you find yourself attracted to, can help you determine your sexual orientation. Attraction can be emotional, sexual, physical and/or spiritual. Some people experience little or no sexual attraction, and may refer to themselves as asexual.

# The condom demo



# Sexual Health Services in Bexley

Assessment  
recording  
and  
reporting

## Assessment and evaluation

*Weaknesses in the assessment of pupils' learning was a key finding in the last PSHE education report and this remains a weakness. Assessment was identified as an area for improvement in 58% of schools. It was also the case that in too many schools teachers' expectations of the quality of pupils' work were too low. Teachers did not always check pupils' previous learning in PSHE education, resulting in the work being repeated and was often unchallenging.*

PSHE; Not yet good enough, Ofsted, 2013

# Action planning

## Consider:

- What you have found most useful today
- What you will take away and do tomorrow (short term goals)
- What you would like to achieve by the end of term (medium term goals)
- What your long term vision for RSE is – what will it be like this time next year? (long term goals)