

Statutory Relationships, Relationships and Sex Education (RSE) and Health Education for all schools

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The Governments Relationships Education, Relationships and Sex Education and Health Education will become statutory for all schools in September 2020

- Final Dfe Guidance is available at:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

- All NYCC updated supporting documents for schools can be accessed at:

<https://cyps.northyorks.gov.uk/health-wellbeing-pshe>

What is PSHE?

PSHE is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and communities.

It equips them with knowledge, understanding and practical skills, appropriate to their age, ability and maturity, in order to live healthy, safe, fulfilled and responsible lives.

PSHE also enables children and young people to **reflect on and clarify their own values and attitudes**, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHE makes a significant contribution to children and young people's personal, spiritual, moral, social and cultural development.

What is Relationships and Relationships and Sex Education?

- RSE is learning about the **emotional, social and physical aspects of growing up, relationships, gender, sex, sexuality and sexual health.**
- It should support pupils **gain accurate information** and form positive beliefs, **values and attitudes.**
- It also gives pupils **essential skills** for building positive, enjoyable, respectful, loving and non-exploitative relationships, understand consent and staying safe both on and offline.
- Enabling them to **take responsibility** for their body, relationships, reproduction, sexual health and wellbeing.

Children and young people who receive high quality RSE are more likely to:

Have consensual relationships

- Young women aged 15-24 who received 'comprehensive RSE' were less likely to have a partner with a big age difference at first sex (a factor associated with intimate partner violence)
- Less likely to describe first sex as unwanted.
- Young women were less likely to have experienced sex against their will if their main source of RSE was school

DELAY THE AGE OF FIRST SEX

- National and international research shows that young people who receive high quality RSE are more likely to delay the age of first sex. There is no evidence that RSE hastens the first experience of sex or increases teenage sexual activity

Children and young people who receive high quality RSE are more likely to:

PREVENT AN UNPLANNED PREGNANCY AND LOOK AFTER THEIR SEXUAL HEALTH

- Young women and young men who report school as their main source of information were less likely to contract an STI.
- Young women were less likely to be pregnant before 18 and to experience unplanned pregnancy in later life.
- Together with access to sexual health services, RSE can contribute to public health priorities related to sexual abuse, unplanned pregnancies, teenage pregnancies, sexually transmitted infections and health inequalities

BE AWARE OF, OR REPORT ABUSE

- Children who are taught about preventing sexual abuse at school are more likely than others to tell an adult if they had, or were actually experiencing sexual abuse

Parents / carers agree it should be a partnership with school

- Most parents (84%) want both school and home to have a role in RSE
- 7 out of 10 parents would welcome help and support from their child's school about how they can talk to their child about growing up and related issues

Dfe have produced supporting leaflets for parents

<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>

RE, RSE and Health Education will become statutory for **all schools** in September 2020

To embrace the challenges of creating a happy and successful adult life, pupils need **knowledge** that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.

Pupils can also **put this knowledge into practice as they develop the capacity to make sound decisions** when facing risks, challenges and complex contexts.

Everyone faces difficult situations in their lives. These subjects can support young people to **develop resilience, to know how and when to ask for help**, and to know where to access support.



Relationships Education, Relationships and Sex Education (RSE) and Health Education

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

February 2019



Statutory Relationships Education and Health Education – curriculum content for primary schools

Relationships Education	Health Education
<ul style="list-style-type: none">• Families and people who care for me• Caring Friendships• Respectful relationships• Online relationships• Being Safe	<ul style="list-style-type: none">• 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 (puberty)

Statutory RSE and Health Education – curriculum content for secondary schools

Relationships Education	Health Education
<ul style="list-style-type: none">• Families• Respectful relationships, including friendships• Online and media• Being Safe• Intimate sexual relationships, including sexual health	<ul style="list-style-type: none">• 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 (puberty)

- **Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme or lessons.** Teaching will include sufficient well-chosen opportunities and contexts for pupils to practise applying and embedding new knowledge so that it can be used skilfully and confidently in real life situations.
- **All schools must have in place a written policy for Relationships Education and RSE.** Schools must consult parents in developing and reviewing their policy. Schools should ensure that the policy meets the needs of pupils and parents and reflects the community they serve. Schools should publish the policy on the school website.
- Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning **teaching for pupils with special educational needs and disabilities (SEND) as they represent a large minority of pupils.** High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility

- All pupils to understand the importance of equality and respect. At the point at which schools consider it appropriate to teach pupils about **Lesbian, Gay, Bisexual and Trans (LGBT)** they should ensure that **this content is fully integrated into their programmes of study rather than delivered as a stand-alone unit or lesson.**
- **Use of visitors** should be to enhance teaching by an appropriate member of the teaching staff, **rather than as a replacement for teaching by those staff.**
- In the guidance where topics and issues outlined are likely to be encountered by pupils **on and off line** this must be taken into consideration when planning teaching.

Sex Education and parental right to withdraw

- It will not be statutory for primary schools to deliver sex education
- As well as consulting parents more generally about the schools RSE policy, parents should be consulted before the final year of primary school about the detailed content of what will be taught. This process should include offering parents support in talking to their children about sex education.
- Where a primary school chooses to teach aspects of sex education (which goes beyond the national curriculum for science) the school must set this out in their policy
- Parents have the right to withdraw their child from sex education but good practice would support a conversation first
- There is no right to withdraw from Relationships or Health Education

Sex Education and parental right to withdraw

- In Secondary schools parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of the statutory RSE- before granting such a request it would be good practice to discuss the request with the parents / carers
- The right to withdraw is up to and until three terms before the child turns 16. After that point, 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

Keeping Children Safe in Education – Statutory Guidance for all schools

Governing bodies and proprietors should ENSURE children are taught about safeguarding, including online, through teaching and learning opportunities, as part of a broad and balanced curriculum. This may include covering relevant issues through PSHE.

Sexual violence and sexual harassment – “unwanted conduct of a sexual nature that can occur online and offline” (child on child):

- Sexual comments- lewd comments, sexual remarks about clothes/ appearance/ sexualised names
- Sexual jokes or taunting - not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- Physical behaviour – deliberately brushing against someone, interfering with someone's clothes
- Can happen on and offline

Keeping Children Safe in Education – Statutory Guidance for all schools – **peer on peer**

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment
- Sexting (also known as youth produced sexual imagery) and
- Initiation / hazing type violence and rituals (Hazing is any action taken or any situation created intentionally that causes embarrassment, harassment or ridicule and risks emotional and/or physical harm to members of a group or team, whether new or not, regardless of the person's willingness to participate)

All staff should recognise that children are capable of abusing their peers

School inspection handbook, Ofsted May 2019

Personal development

Relationships and Sex Education

From September 2019, schools are able to follow a new relationships and sex education and health education curriculum. From September 2020, they will be required by law to follow it. Primary-age children must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being. In addition, sex education will become mandatory at secondary level.

If a school is failing to meet its obligations, inspectors will consider this when reaching the personal development judgement.

Inspectors will use a range of evidence to evaluate personal development, including:

- how curriculum subjects such as citizenship, RE, and other areas such as personal, social, health and economic education, and relationship and sex education, contribute to pupils' personal development
- pupils' understanding of the protected characteristics and how equality and diversity are promoted

North Yorkshire Personal Social Health Education (PSHE) and Citizenship Guidance for schools including the curriculum entitlement framework

Key Stages 1-2

September 2019 – Incorporates the Dfe Relationships and Sex Education and Health Education learning outcomes that will become statutory for all schools in September 2020

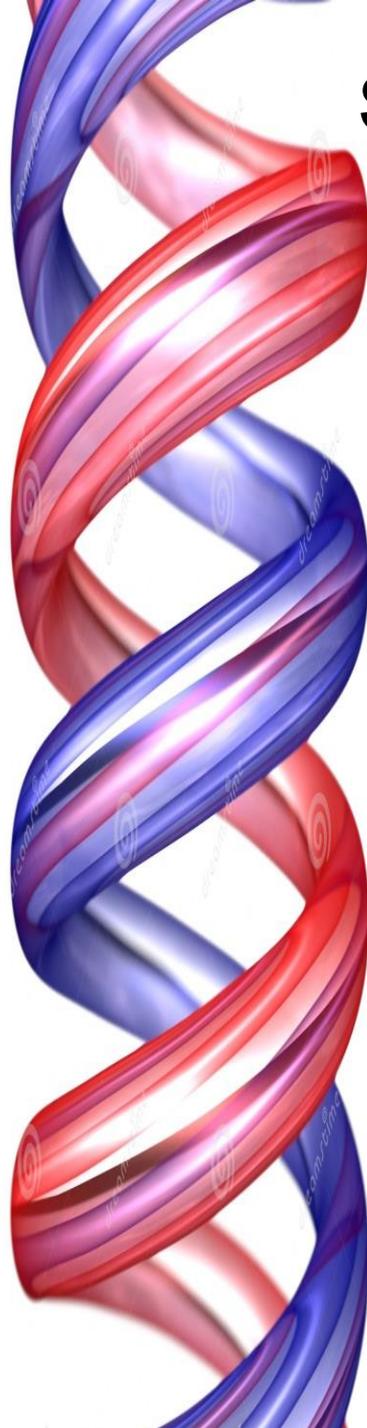
What is the purpose of the guidance?

The guidance has been designed to support schools in the development of a planned progressive programme for PSHE and Citizenship. The guidance provides an overview of the requirements for schools in these aspects, an introductory guidance on best practice in PSHE and Citizenship, a suggested PSHE and Citizenship entitlement framework, the North Yorkshire ladder of progress for PSHE/Citizenship and guidance on resources to support the delivery of PSHE and Citizenship.

What is Personal, Social, Health Education (PSHE) and Citizenship?

PSHE education is a planned, developmental programme of learning through which pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives (PSHE association 2017).

Citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. It should foster pupils' keen awareness and understanding of democracy, government and how laws are made and upheld. Pupils should be equipped with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.



Spiral Curriculum to safeguard pupils

- Correct terminology for all body parts
- Understanding what privacy / boundaries means
- I know what a healthy relationships is (both on and offline)
- I know we have rights over our own bodies and the differences between good and bad touch (including between peers)
- I understand the difference between good and bad secrets and feeling unsafe
- I know how to tell a trusted adult

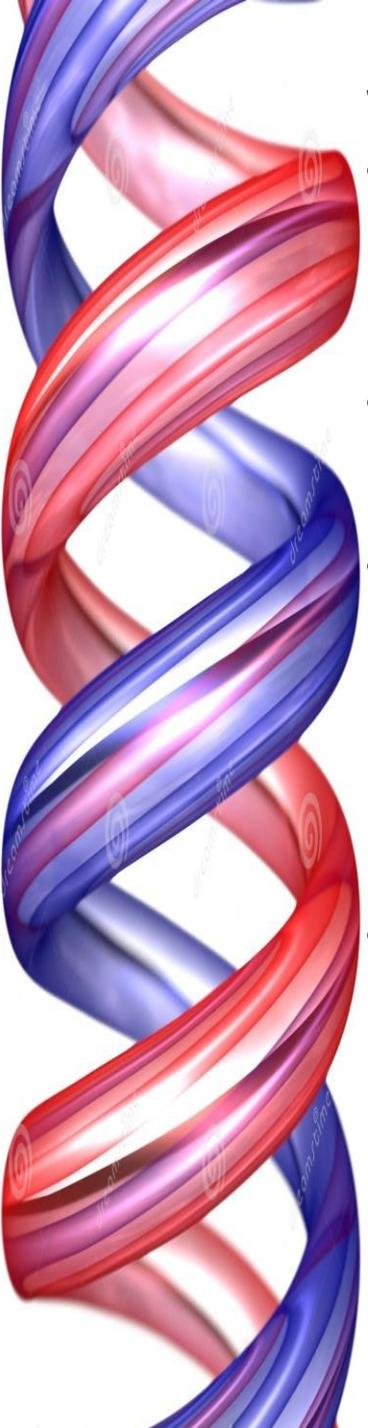
Spiral Curriculum to safeguard pupils

- I understand the features of a healthy relationship and have the skills to manage a falling out
- I know how children grow and develop in puberty both physically and emotionally
- I know how to respond safely and appropriately to adults I meet whom I do not know (including online)
- I can recognise risk in a range of situations including judging what kind of physical contact is acceptable or unacceptable
- I know how to manage requests for images of myself or others (this includes from friends) and what is and what is not appropriate



Spiral Curriculum to safeguard pupils

- I would recognise the qualities and features I should expect and demonstrate in wide range of positive healthy relationships both on and off line (trust, respect, boundaries, consent, privacy) and I am able to positively act upon signs when a relationship is not healthy
- I understand what 'nudes' are and the consequences of sending them including the law
- I am aware that some behaviours within relationships (including between peers) both on and offline are criminal including violent behaviour, coercive control, sexual harassment and sexual violence and why these are always unacceptable and trusted adult should always be informed



Spiral Curriculum to safeguard pupils

- I know what consent means in relation to sexual activity and that being pressured, persuaded, coerced into something is not consent
- I understand the possible risks of meeting people online
- I am aware that sexually explicit material may present a distorted picture of sexual behaviours and can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
- I understand the characteristics and benefits of positive, strong, supportive equal relationships both on and offline and how to manage the end of a relationships that is not right for me

Growing up in North Yorkshire 2018

Secondary school report on found lessons useful on	School A	School B	North Yorkshire
Relationships and sex education	54%	25%	32%
Different relationships (e.g. lesbian, gay, bisexual, trans)	39%	17%	24%
Healthy relationships, including child sexual exploitation and grooming	58%	22%	36%
Smoking Education	78%	37%	49%
Alcohol Education	74%	39%	47%
Drug Education	74%	46%	51%
Emotional Health and Wellbeing	49%	26%	36%
Online safety education	76%	52%	60%

Growing up in North Yorkshire 2018	School A	School B	North Yorkshire
Pupils responded that they had an alcoholic drink in the 7 days before the survey.	17%	27%	24%
Pupils responded that they smoke 'regularly'.	2%	2%	4%
Pupils reported that they have taken at least one of the drugs listed in the questionnaire.	3%	9%	10%
Pupils responded that they know where they can get condoms free of charge.	52%	24%	27%
Year 10 pupils responded that they are either in a sexual relationship or have had one in the past.	13%	25%	19%
Year 10 pupils responding that they have experienced at least one of the negative behaviours listed with a partner	15%	21%	23%
Year 10 pupils responding that if they did experience negative behaviour with a partner they would get help	80%	58%	57%
Year 10 pupils know there is a sexual health service locally for young people	56%	53%	46%
Year 10 pupils know there is a local LGBT youth group for young people	58%	28%	36%

Guidance for schools

- Relationships and sex education guidance for schools
- LGBT guidance for professionals who work with children and young people
- Substance misuse guidance for schools
- Smoke free policy
- Online safety guidance for schools



North Yorkshire Guidance for schools on developing a Relationships and Sex Education Policy and implementing effective provision September 2019 (incorporates the Dfe guidance on statutory Relationships, RSE and Health Education from September 2020)

The purpose of this document is to enable your school to develop and embed effective Relationships and Sex Education (RSE) provision and policy through wide consultation with the whole school community. This guidance and a range of supporting information are provided to ensure your final policy reflects the needs, ethos and personal development of the school.

The Government has announced that Relationships Education, Relationships and Sex Education and Health Education will become statutory for all schools in September 2020. [The final Relationships Education, Relationships and Sex Education and Health Education guidance was published in June 2019](#)

It is recommended that schools start to plan for these statutory requirements before September 2020 and they are incorporated in the planned PSHE curriculum and other curriculum opportunities that many schools are already providing. Schools that adopt the new curriculum early will still need to meet the current [sex and relationship education statutory guidance](#) from 2000.

Consultation

It is good practice to consult with the whole school community when developing or reviewing the school's RSE policy and provision. The following are prompts to support this process:

- How are pupils, parents/carers, governors, staff, partners and stakeholders going to be consulted and involved in the development / review of the RSE policy and provision?
- Are all staff aware of the policy and provision? Has it been discussed at a whole staff meeting?
- How will the policy and provision be disseminated to the whole school community?
- How will the policy and provision be shared with any external providers to ensure their contribution adds value to the RSE curriculum?

Training

The Education and Skills team provides high quality staff training to support schools in providing effective relationships and sex education. The trainer is highly experienced and is an associate trainer with the Sex Education Forum and Stonewall. A whole days training to support schools deliver effective relationships and sex education run every academic year. Bespoke training can also be delivered to a school / cluster of schools as a twilight training session or on a school training day. Information on the training available can be accessed at www.nveducationsservices.co.uk

For further information and support please contact: Clare Barrowman, Health and Well-Being Adviser, Education and Skills on 01609 536808 or via email at clare.barrowman@northyorks.gov.uk



Training and support for schools

- Termly PSHE and Health and Wellbeing Network meetings
- Relationships and sex education training for primary schools
- Online safety training
- National PSHE CPD programme
- Effective PSHE subject leadership training
- Target public health funding to support identified secondary schools and clusters of primary schools in targeted areas of the County

<http://www.mynottinghamnews.co.uk/nottingham-city-council-supports-relationships-and-sex-education-rse-in-schools/>

Councillors in Nottingham on National RSE day (June 2019) signed up to supporting inclusive RSE education

Nottingham City Council supports Relationships and Sex Education (RSE) in schools

Posted on 26th June 2019 in Children and Families, Education, Press Releases, Schools



Public statement from Nottingham City Council:

Nottingham is a diverse city that celebrates equality, inclusivity and respect. We believe it is important to have a positive conversation with children and young people about healthy, respectful and safe relationships.

Good Relationships and Sex Education (RSE) can equip young people with facts they can trust, helping to keep them safe and preventing them from turning to playground gossip or dubious information online.

RSE in schools is nothing new, for many years schools have had a legal duty to deliver Relationships and Sex Education lessons. Teachers are experienced at managing RSE lessons sensitively, in an age-appropriate way, and they make sure the right conversations are happening at the right stage in children's lives.

It is important that children and young people are given the opportunity to explore a range of family and relationship types in a way that is supportive, inclusive and affirms children's different experiences of family life.

In modern Britain, families come in many different shapes and sizes, including same-sex parents, single parents, fostering and adoptive parents.

Good RSE teaching, and an inclusive school environment, should meet the needs of all pupils regardless of their gender identity, disability, sexual orientation, race and faith.

RSE Day is a day for everyone to think about their role in promoting a positive conversation to support our young people develop towards healthy, safe and respectful relationships.

Signed by Nottingham City Councillors

<https://www.sexeducationforum.org.uk/resources/advice-guidance/briefing-local-councillors-supporting-rse>

Some data is out of date but some examples of how councillors have been involved in RSE in their local areas



RELATIONSHIPS AND SEX EDUCATION:

Contributing to the safeguarding, sexual & reproductive health and wellbeing of children and young people.

What role can councillors play?





North Yorkshire Healthy School Scheme

4 Themes to work on in any order,
depending on your school's priorities

Website: healthyschoolsnorthyorks.org

Email: healthyschool@northyorks.gov.uk

- Active Lifestyles
- Emotional Health & Wellbeing
- Food in School
- Personal, Social, Health Education (PSHE)





Bronze level

To achieve the Bronze award, all criteria for one theme needs to be completed.
Pupil Voice questions for the one theme



Silver Level

To achieve the Silver award, all criteria for two themes needs to be completed
Pupil Voice questions for both themes
Staff Wellbeing criteria needs to be met



Gold Level

To achieve the Gold award, all criteria for all four themes need to be completed or maintained
Pupil Voice questions for all themes
Staff Wellbeing criteria need to be met and maintained