

# George Stephenson

## High School

**PARENT CONSULTATION ON RELATIONSHIPS AND SEX EDUCATION**

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## **GSHS Ethos**

**"At George Stephenson High School we will value the individual differences of our students, encourage them to succeed in everything they do and help them to become caring, confident and responsible young people"**

- **We all want what is best for children.**
- **We want to protect children and to keep them safe.**
- **We want children to be healthy and happy.**

**High quality RSE is part of this.**



# Parent Consultation Session Content

- ❑ Why the Curriculum is Changing
- ❑ Why is RSE in Schools Important
- ❑ Statutory Guidelines
- ❑ Relationships and Sex Education as part of the Health Education programme
- ❑ RSE Policy
- ❑ Commonly asked questions

# WHY THE CURRICULUM IS CHANGING....

- Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.
- The **Children and Social Work Act 2017** introduced a new legislation on Relationships Education, Relationships and Sex Education, and Health Education in Schools.
- Safeguarding Children is at the heart of Relationships and Sex Education.



# Why is Relationships and Sex (RSE) Education in Schools Important?

**High quality RSE helps create safe school communities in which students can grow, learn, and develop positive, healthy behaviour for life, and for the following reasons:**

- ❑ RSE plays a vital part in schools fulfilling their statutory duties to protect and safeguard their students. Ofsted is clear that schools must have a preventative programme that enables students to learn about safety and risks in relationships.
- ❑ Schools maintain a statutory obligation under the Children Act (2004) to promote their students' wellbeing and under the Education Act (2002) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on students' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.
- ❑ Technology is evolving at a tremendous pace. The need to protect children and young people from inappropriate online content, cyber-bullying and exploitation is a growing concern. A comprehensive RSE programme can support in addressing these issues.

# Relationships and Sex Education: Introduction

- **Relationships education will be compulsory for all primary age pupils from September 2020.**
- **Relationships and Sex education (RSE) will be compulsory for all Secondary age pupils**
- **Health education will be compulsory for all pupils in all state funded schools.**
- Teaching at school will complement **(NOT REPLACE)** and reinforce the lessons families teach their children as they grow up.

# Relationships and Sex Education (RSE) in Secondary schools.

- The aim of **Relationships and Sex Education** is to give Young people the information needed to develop healthy, nurturing relationships of all kinds, not just intimate relationships
- **Effective Relationships and Sex Education does not encourage early sexual experimentation** but teaches young people to understand human sexuality and respect themselves and others. Knowledge about safer sex and sexual health remains important to ensure young people can make safe, informed and healthy choices as they progress to adult life. **Pupils should also be given opportunities to understand how healthy relationships can benefit their own mental wellbeing and self respect.**
- RSE in Secondary schools includes **learning around families, respectful relationships including friendships, online and media, being safe, Intimate and Sexual Relationships including sexual health.**

# Health Education at GSHS

- There should be opportunities for pupils to learn about the **laws surrounding sex, sexuality, sexual health and gender identity** which should be delivered in an age and developmentally appropriate and inclusive way.
- The laws around a variety of other issues should be considered which include: **marriage, consent, pornography, radicalisation and gangs, peer on peer abuse**
- There should also be **opportunities to learn about grooming, sexual exploitation and domestic abuse** which should include addressing coercive and controlling behaviour.



# Health Education at GSHS

- Pupils should be taught to make well informed, **positive choices for themselves that seek to support** their own health and wellbeing. There should be opportunities for teaching pupils about **problems and challenges**, including more serious **mental and physical health conditions** such as substance and alcohol misuse, with a focus on providing information about effective interventions. At GSHS we also choose to teach about issues such as **eating disorders**.
- Teachers should also demonstrate awareness of common adverse childhood experiences such as **bereavement, family breakdown and exposure to domestic abuse**, and how these might impact on pupils and influence how they experience these subjects. Pupils should be taught how to judge when they or someone they know needs **support and where they can seek help if needed**.

# STATUTORY RE AND RSE

## Relationships Education:

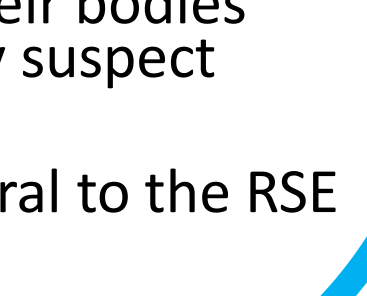
- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being Safe

## Relationships and Sex Education:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe (including peer on peer abuse)
- Intimate sexual relationships, including sexual health
- Law


# HEALTH EDUCATION CURRICULUM:

Focus of different milestones.

- The focus of Health Education is to put in place key building blocks of healthy, respectful relationships, focusing on family and friendships in all contexts including online. This sits alongside the essential understanding of how to be healthy.
  - This will create opportunities to ensure children are taught about **positive emotional and mental wellbeing** and how friendships can impact on this.
  - At later stages of the Health Education Curriculum, children will be taught to recognise and report any types of abuse including emotional, physical or sexual. This will include focusing on boundaries (including online) and privacy so that children understand that they have rights over their bodies and know how to seek advice when they suspect something is wrong.
  - Teaching about mental well being is central to the RSE curriculum.
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# Health Education at GSHS

- All of these subjects should be and are set in the context of a wider **whole-school approach** to supporting pupils to be safe, happy and prepared for life beyond school.
- For example, the **curriculum on relationships and sex should complement, and be supported by, the school's wider policies** on behaviour, inclusion, respect for equality and diversity, bullying and safeguarding.
- **At the heart of Relationships Education, Relationships and Sex Education and Health Education, there is a focus on keeping children safe** and the role that schools can play in preventative education.



# Support for parents and carers.

- DfE has produced guides for parents of primary and secondary aged children which can be used by schools to communicate how relationships and health education will be taught. The guides provide details of topics that will be covered and information of parent's rights to withdraw. (DfE, 2019c).
- You may access relevant guides following the link below  
<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>



# Health Education at GSHS

- ❑ As outlined within the Statutory Guidance, parents/carers have the right to request their child be withdrawn from all or part of sex education lessons that are delivered as part of RSE.
- ❑ Parents/carers do not have a right to withdraw their child from Relationships Education.
- ❑ Parents/carers do not have the right to withdraw their child from any sex education delivered as part of the Science curriculum.
- ❑ Parents do not have the right to withdraw their child from Health Education.
- ❑ All children will have the right to opt into sex education three terms before they turn 16 and the school will make arrangements for this to happen. In practice, this means that when a child turns 15 they have the right to be taught sex education if they want to.

Although parents/carers have the right to request to withdraw their child from any or all of sex education as part of Relationships Education, it is our aim to encourage parents to see the value of RSE learning and its contribution to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality and social justice.

Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to the Health Education Curriculum Leaders to discuss their concerns.

# Health Education at GSHS

- The DfE states that Relationships Education has been designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain – this means taking into account the religious background of pupils when planning and teaching, so that topics are appropriately handled.
- In developing these subjects, the government has worked with a number of representative bodies and faith organisations, representing all the major faith groups in England. Several faith organisations produce teaching materials that schools can choose to use.
- The subjects are designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain.



# Health Education at GSHS

- We believe that all pupils should be taught about the society in which they are growing up. Relationships Education is designed to foster respect for others and for difference and educate pupils about healthy relationships. We also believe that children should receive teaching on LGBT+ content during their school years. Teaching children about the society that we live in and the different types of loving, healthy relationships that exist is very important.
- \*The DfE states that Primary schools are strongly encouraged and enabled to cover LGBT+ content when teaching about different types of families.
- Secondary Schools should cover LGBT+ content in their RSE teaching. RSE should meet the needs of all pupils, whatever their developing sexuality or identity-this should include age appropriate and developmentally appropriate teaching about different types of relationships in the context of the law.
- At GSHS we follow the DFE guidance and do not subscribe to the views of external agencies

Where can I find out more information about what will be taught in my child's school?

- Please refer to the Curriculum Mapping on the GSHS website
- [RSE | George Stephenson High School \(gshs.org.uk\)](https://www.gshs.org.uk)



# ANY QUESTIONS?

*PLEASE COMPLETE RELEVANT PARENT CONSULTATION SURVEY TO ADD ANY FEEDBACK AND SHARE RSE CURRICULUM QUERIES. YOU MAY ALSO SHARE CURRICULUM QUERIES BY EMAILING US AT :[RSECONSULTATION@GSHS.ORG.UK](mailto:RSECONSULTATION@GSHS.ORG.UK)*



## HOW MANY LESSONS ARE THERE FOR HEALTH EDUCATION?

- ❑ All KS3 students get one 50 minute lesson every two weeks
- ❑ All KS4 have the same but we work on a carousel with Careers.
- ❑ We also have Dimension's Days/ Extended Assemblies/ Performances/ Tutorials/ Different themed weeks

# HOW IS HEALTH EDUCATION DELIVERED?

Many of the learning opportunities, particularly in key stages 3 and 4, refer to 'managing' or 'responding to' challenging situations. By these terms we mean a **variety of strategies** which, depending on the context, might include:

- Being able to identify risks or warning signs
- Resisting internal or external pressures
- Making informed decisions
- Exit strategies for unsafe situations
- Knowing whom, how and when to ask for help, including reporting concerns.

The terms 'managing' and 'responding to' in learning opportunities, should not be interpreted as suggesting that children and young people are responsible for the risks they encounter.

# HOW IS HEALTH EDUCATION DELIVERED?

Powerpoints

Videos

Performances

Debates

Questioning/ Discussion

Brain Storming

Role Play/ Hot Seating/ Conscience Alley

Storyboards/ Cartoon Strips/ Scenario script writing

Graffiti Wall/ Working Wall

Quiz

Questionnaires

Continuums

Respond to scenario/picture

Card Sort

# ARE TOPICS REVISITED?

- Yes – we work on a spiral throughout the Key Stages for age appropriate lessons
- Mental Health/ Anti-Bullying are always covered during these National Weeks for all Year Groups and also during tutorial time
- Sometimes we change the curriculum to reflect the world we live in and what is happening at that time e.g. Black Lives Matter or needs of a particular year group e.g. if there seems to be a current problem with alcohol etc

# DO STUDENTS HAVE WEEKLY HEALTH BULLETINS?

- No – but this is a fantastic idea and something that we can start doing
- Welcome the idea of regular bulletins to Parents/ Carers to provide more information on topics that will be covered. Could this be done at the beginning of every half term?



# PLEASE PROVIDE A BREAKDOWN OF TOPICS IN DEVELOPING CONFIDENCE AND SELF ESTEEM

Year 7 – Healthy Person (including Mental Health); Diet; Bullying (including peer on peer abuse); Puberty; Sexting, sharing nudes and semi nudes and consent; Gender Identity; Child Sexual Exploitation; Online Safety;

Year 8 – First Aid; Eating Disorders; Drugs including County Lines; Alcohol; Mental Health; Healthy Relationships; Reproduction and contraception; LGBT+;

Year 9 – Body Image and media; Healthy Relationships; HIV; Hate and Mate Crime; Child Sexual Exploitation; Mental Health; Online Safety – Cyberbullying and grooming; Knife Crime;

Year 10 – Prada-Willi and Eating Disorders; Cancer; Alcohol; Anti-Social Behaviour; Gender Identity; Identifying Racism; Operation Encompass – The Next Steps; Sex Education (including Healthy Relationships, First Sex and STIs); Stereotypes and Media; FGM; Online Safety; Gambling

Year 11 – Consent; Equality; Mental Health; Exam Stress; Body Image Online; Child Sexual Exploitation; Discrimination; Healthy Relationships/ Domestic Violence; Pregnancy; Online Safety

ALL YEARS – Anti-Bullying Week, Children's Mental Health Week, Pride Month, Holocaust Memorial month, Dimension's Days, CSI (Celebration of Student Individuality) for all years, extended assemblies – famous bands come in such as The Hara perform then deliver workshops for mental health