RSHE

Relationships, Sex & Health Education

Primary RSHE Train the Trainer

Learners First
Schools Partnership
Connecting People, Promoting Excellence

RSHE
Relationships, Sex & Health Education

Aims

- To train lead teachers to support others within their schools
- Prepare schools for statutory implementation of RSHE including guidance on policy, curriculum development and assessment
- Consider strategies for engaging stakeholders
- Explore how to support staff to be confident and skilled deliverers
- Plan for next steps

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Group Agreement

- Share good practice
- Maintain confidentiality, use ‘someone I know’
- Hands up to contribute or use Chat facility
- Support the involvement of all
- Get the information you need
- Take time out if needed (use Mute button)
- Be alert to safeguarding concerns

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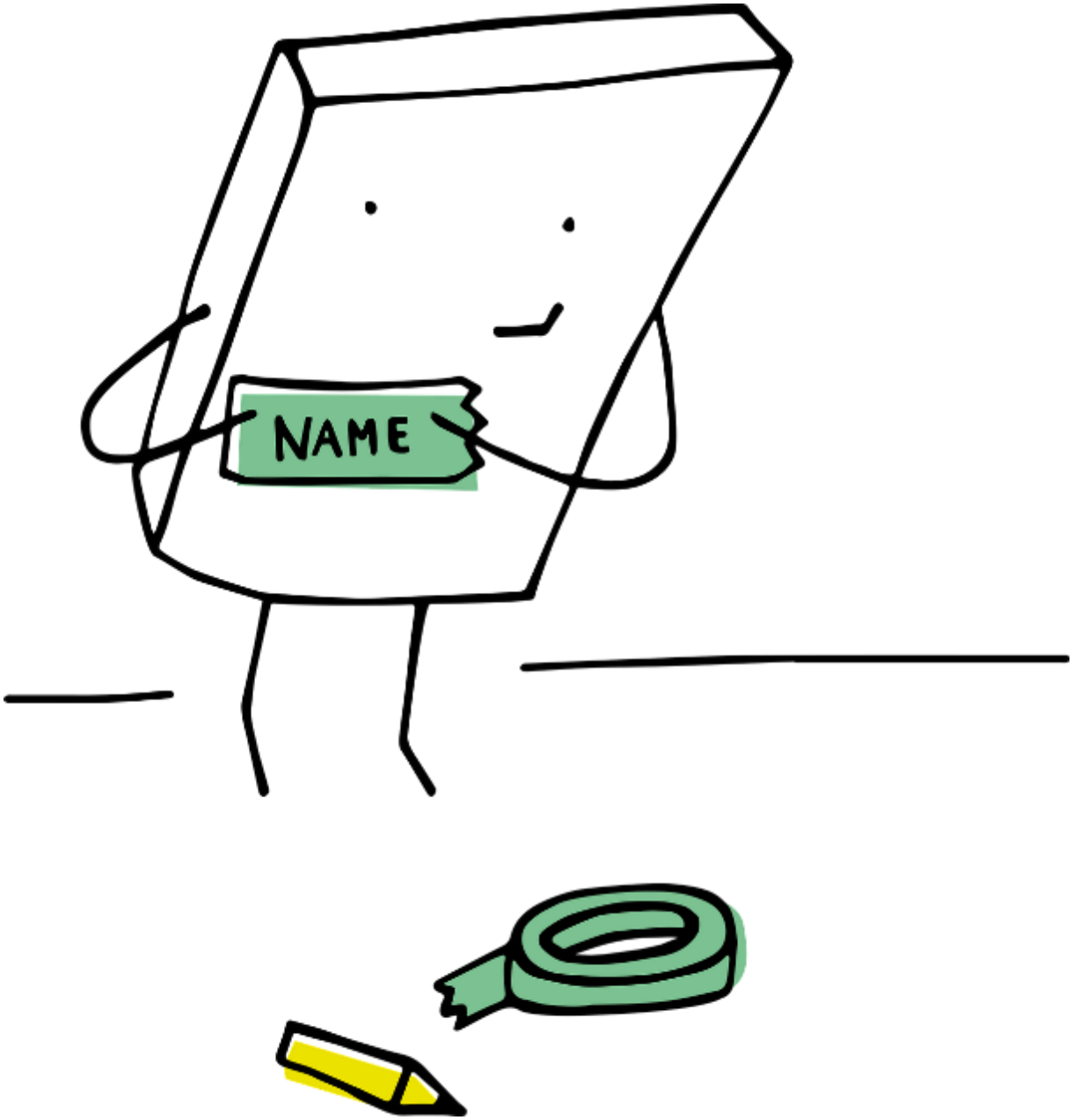

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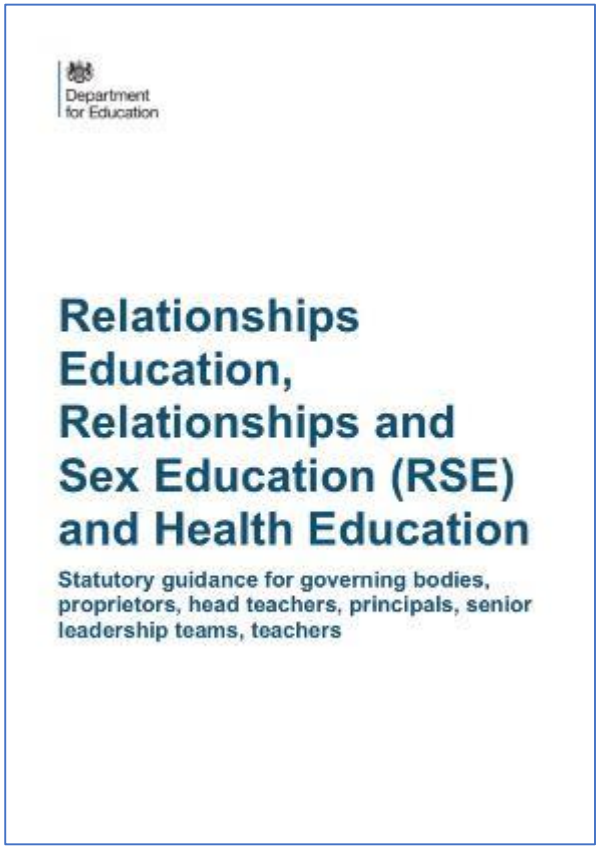
About the project

- DFE-funded face-to-face training roll-out to support statutory RSHE implementation
- L.E.A.D Equate TSA and Flying High Partnership working in partnership with Learners First Schools Partnership.
- Two of 21 TSA partnerships across the Country
- Servicing the East Midlands Teaching School Council area: Derbyshire, Nottinghamshire, Leicestershire, Northamptonshire, Lincolnshire, Rutland, South Yorkshire, Humber



Learners First Schools Partnership

L.E.A.D. Equate

Flying High Partnership

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Aims of the project

- Support development of compliant RSE policy and curriculum through a whole school approach
- Encourage successful engagement with parents
- Improve the quality of RSHE teaching
- Support development of confident and skilled RSHE teachers
- Encourage effective monitoring and assessment of RSHE

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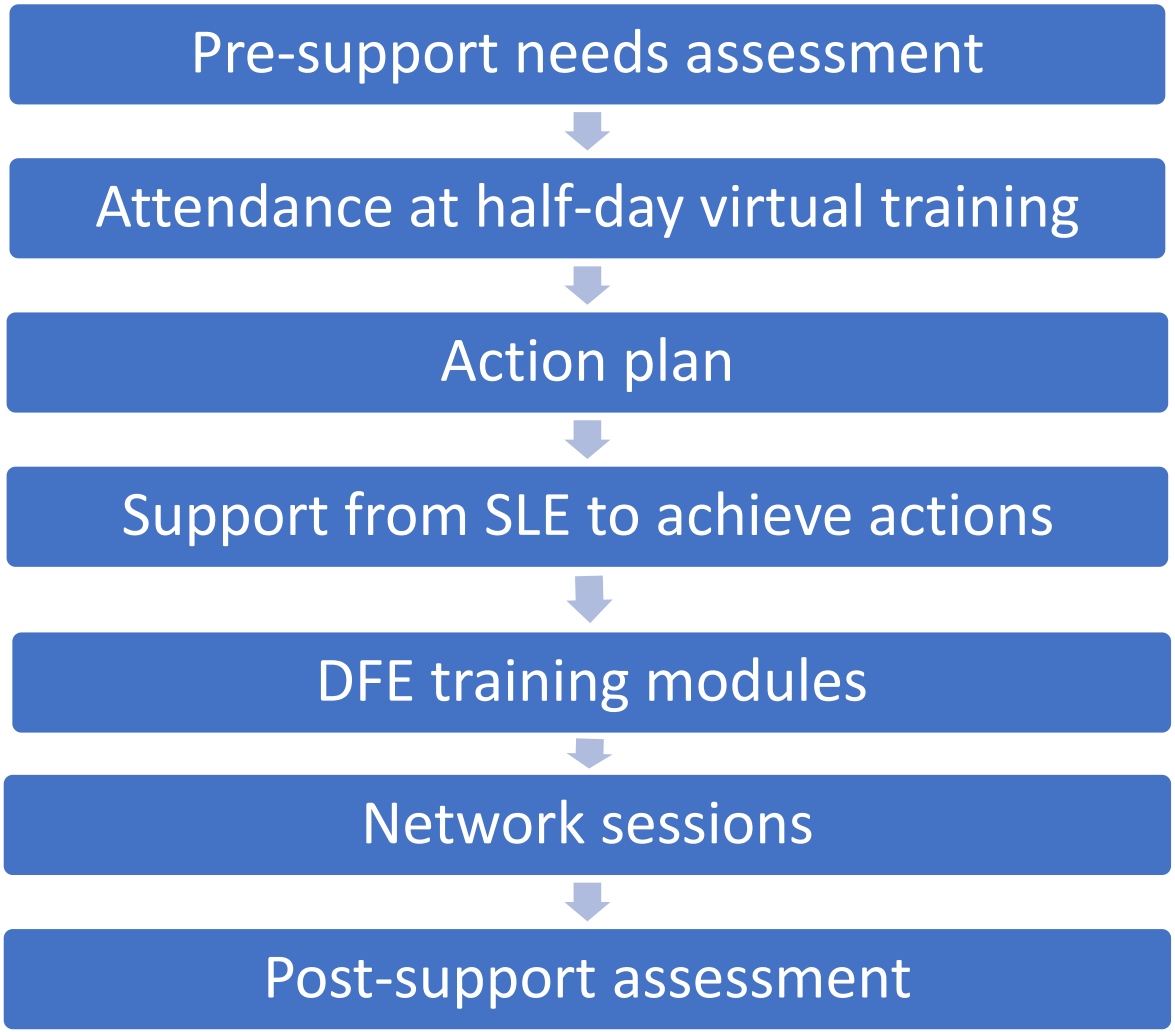
Process for support



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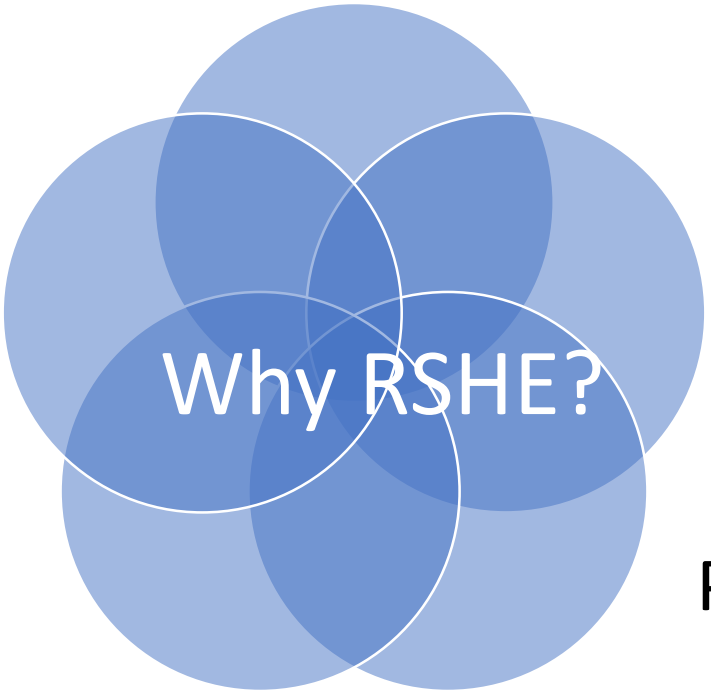
Safeguarding

Responsible citizens

Health and wellbeing



Positive relationships

Preparation for adulthood

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New RSE Guidance 2020

- 3 new subjects (Relationships and Sex Education for secondary, Relationships Education for primary, Health Education for both)
- Applies to **all** schools
- Sits within basic school curriculum
- Parents have the right to withdraw from Sex Education (up to 3 terms before child turns 16)
- Implementation from September 2020
- Guidance will be reviewed every 3 years

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RSHE Guidance - MUSTS

Where a school departs from the 'shoulds' or 'should nots' they will need good reason for doing so

- Schools **must** have regard to the RSHE guidance
- **Must** have an up-to-date RSE policy that is made available
- **Must** consult parents in developing and reviewing policy
- **Must** provide a copy of the policy free of charge to anyone who asks for one and publish on website
- Religious background of pupils **must** be taken into account when planning teaching.
- Equality duty – schools **must not** unlawfully discriminate
- RE, RSE and HE **must** be accessible for all pupils.

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RSHE Guidance - SHOULDS

- Policy **should** reflect the views of teachers and pupils.
- Schools **should** provide examples of resources used
- **Should** be alert to issues of sexism, misogyny, homophobia and gender stereotypes and take positive action
- **Should** ensure that the needs of all pupils are met (LGBT)
- **Should** make sure that pupils make progress
- **Should** ensure that subjects are staffed, resourced and timetabled in a way to ensure that legal obligations are met
- **Should** provide clear information to parents on subject content and rights to withdraw
- Parents **should** be given every opportunity to understand the purpose and content of RSE

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“Schools which demonstrate effective practice often ensure clear responsibility for these subjects by a senior teacher in leadership position with dedicated time to lead specialist provision.”

DFE RSHE Guidance 2019

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Governors should ensure that:

- All pupils make progress in achieving expected outcomes;
- Subjects are well led, effectively managed and planned;
- Quality of provision is subject to self-evaluation;
- Teaching is accessible to all pupils with SEND;
- Clear information is provided for parents;
- Subjects are resourced, staff and timetabled to ensure legal obligations are met.

Do you have an RSHE/PSHE governor?
How do/could they support the above?

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What do pupils in your school need from RSHE?

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”Listening and responding to the views of young people will strengthen the policy ensuring that it meets the needs of all pupils.”

DFE RSHE Guidance 2019

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Find out…pupils

- Survey – eg. Survey monkey, voxvote
- Discussion activity in PSHE/tutor time – eg. Diamond 9
- School council research project
- Analysis of evaluations of previous RSE/PSHE
- Previous assessment data
- Data from welfare team
- Discussion with attendance lead
- Knowledge of local issues (eg. Public health issues - https://fingertips.phe.org.uk/profile/SEXUALHEALTH/data#page/0/gid/8000057/pat/6/par/E12000004/ati/102/are/E06000018/iid/90777/age/156/sex/4)

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RSE Policy

A set of ideas or a plan of what to do in particular situations that has been agreed to officially by an organisation.
(Cambridge dictionary online)

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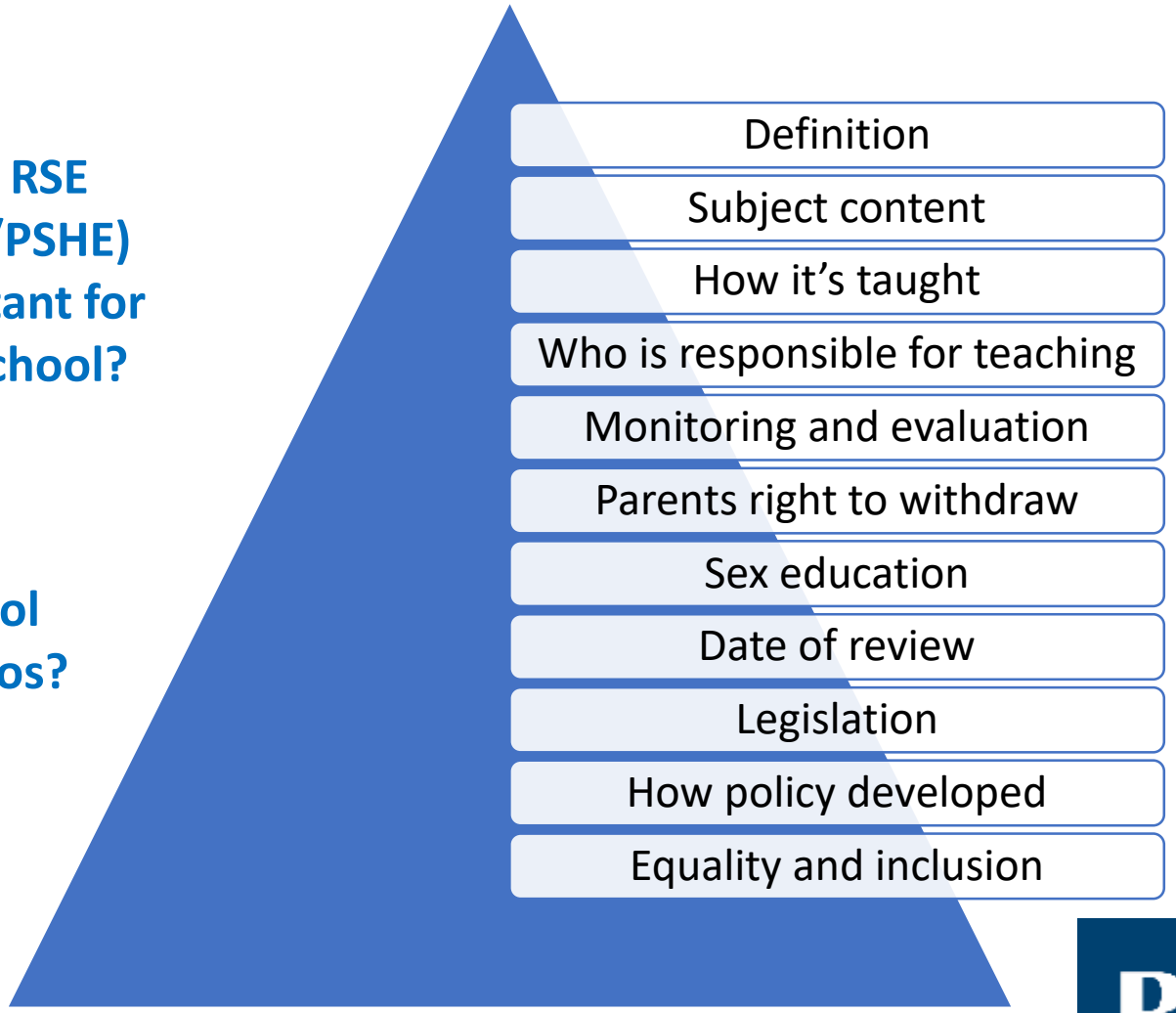
Policy formulation

Why is RSE (RSHE/PSHE) important for your school?

How does it fit with your school values and ethos?



Example policies here

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Suggested process

Draft policy

- Could use framework in DFE Guidance, Trust or LA model
- Informed by needs of pupils

Consult

- Circulate to staff for comments
- Circulate to parents for consultation – do you understand how we intend to implement RSHE? Any questions? Anything you would like more information on? What else do you need?
- Feedback and outline what you are doing as a result of the consultation.

Publish

- Policy on website and available to anyone who asks
- Process for review

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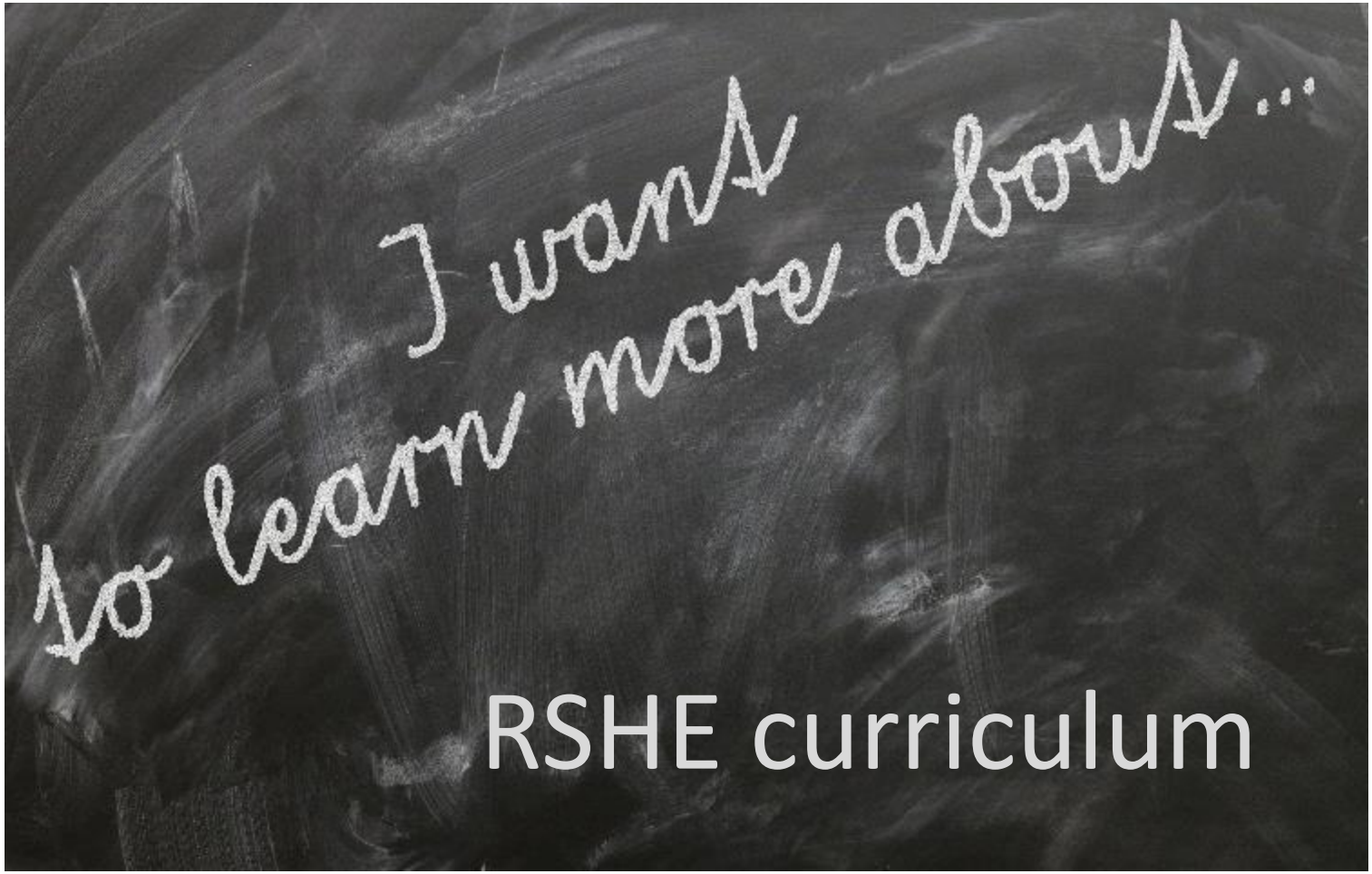

RSHE curriculum

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Curriculum planning starting points:

- Audit/review current provision - identify any gaps
- Outcomes in guidance
- Needs of pupils

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Relationships Education

- **Respectful relationships - primary**
  - Respecting others
  - Courtesy and manners
  - Self-respect
  - Anti-bullying
  - Stereotypes
  - Permission seeking

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Relationships Education

- **Families - Primary**
  - Healthy family life
  - Diversity of families
  - Marriage and civil partnerships
  - Stable, caring relationships
  - How to seek help if they are unhappy
- **Caring friendships - Primary**
  - Importance of and characteristics of friendships
  - Healthy friendships
  - Ups and downs
  - Who to trust

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Relationships Education

- **Online relationships - primary**
  - Behaviour online
  - Keeping safe
  - Be critical of friendships/information
  - How data is shared and used

- **Being safe - primary**
  - Appropriate boundaries in friendships
  - Privacy and secrets
  - Each person's body belongs to them
  - Responding to adults they don't know
  - Getting help and advice

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Health Education

- **Mental wellbeing - primary**
  - Recognising and talking about emotions
  - How to judge the appropriateness of their feelings
  - The benefits of exercise
  - Simple self-care techniques
  - About isolation and loneliness
  - Impact of bullying on wellbeing
  - Where and how to seek support

- **Internet safety and harms - primary**
  - Benefits of the internet
  - Benefits of managing time spent on the internet
  - Why social media and games are age restricted
  - The the internet can be a negative place with trolling, bullying and harassment
  - Be a discerning consumer of information online
  - What and how to report concerns

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Health Education

- **Physical health and fitness - primary**
  - Benefits of an active lifestyle
  - Importance of building exercise into daily routine
  - The risks of an inactive lifestyle
  - How and when to seek support if they are worried about their health

- **Healthy eating - primary**
  - What constitutes a healthy diet
  - Principles of planning a range of health meals
  - Characteristics of a poor diet and risks associated with this

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Health Education

- **Drugs, alcohol and tobacco - primary**
  - Facts about legal and illegal substances and associated risks

- **Health and prevention - primary**
  - How to recognise early signs of physical illness
  - About safe and unsafe exposure to the sun
  - The importance of sufficient good quality sleep
  - About dental health and good oral hygiene
  - About personal hygiene and germs
  - Facts relating to allergies, immunization and vaccination

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Health Education

- **Basic first aid - primary**
  - How to make a call to emergency services
  - Concepts of basic first aid

- **Changing Adolescent Body - primary**
  - Key facts about puberty and the changing adolescent body
  - About menstrual wellbeing including key facts about the menstrual cycle

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Sex Education

“The Department continues to recommend...that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.”

DFE RSHE Guidance 2019

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To scheme or not to scheme?

In your group discuss:

What are the pros and cons of using a published scheme for RSHE?

5-minute discussion

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Assessment

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Assessment

“Schools should have the same high expectations of the quality of pupils’ work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback on pupil progress.

Lessons should be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Teaching should be assessed and assessments used to identify where pupils need extra support or intervention.”

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Assessment

Discuss the assessment ideas on the worksheet.

Which might work in your setting?

Choose your top three off the list or come up with some of your own.

10 minutes then feedback

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Assessment – things to consider

- What are we assessing?
- What will you do with the data?
- How will you report RSHE learning to parents?
- How will the assessment inform your planning?

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Parents

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Engaging with parents

"We are clear that parents and carers are the prime educators for children on many of these matters. Schools complement and reinforce this role and have told us that they see building on what pupils learn at home as an important part of delivering a good education."

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"Engagement works best when everyone involved enters into it with an open mind."

DFE guidance on engaging with parents

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Examples of concerns around the guidance

- Promotion of LGB relationships and Transgender identities
- Explicit materials
- External providers pushing their own agenda
- Lack of consultation (nationally and locally)
- Change to rights of withdrawal
- Age-appropriateness and who decides this
- Lack of full details (eg. what does puberty contain?)

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How can we engage with our parents?

In your groups discuss ways that you currently engage with parents

Could these work for RSHE?

What other strategies could you use for engaging with parents?

Other ways to engage parents

- Display stands at parent meetings or school events
- Book cafes
- Information on website
- Knowledge planners
- Roadmaps
- Homework tasks
- Sharing work children have created
- RSE Day (last Thursday in June, 24 June 2021)
- Book lists
- Workshops
- Focus/working groups
- Comments/suggestion boxes

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DfE parent engagement guidance

"For schools, consultation is about them providing formal channels through which parents can express their views…"

"Consultation must be carried out when the policy is formed and subsequently whenever it is updated. The DfE recommends that schools engage with parents on these policies on a regular basis…."

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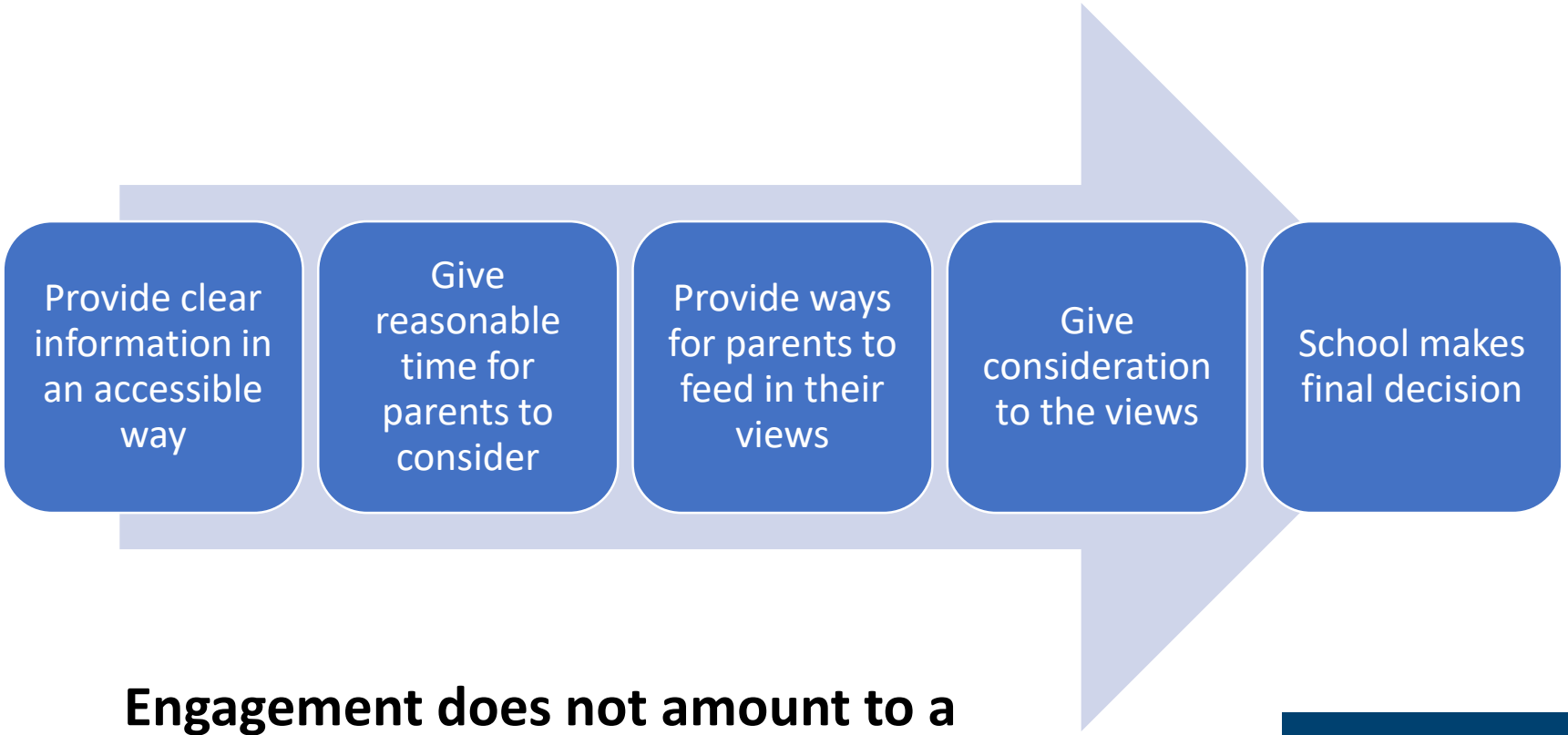
DfE parent engagement guidance



Engagement does not amount to a parental veto.

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Sample approach

- Let parents know the plan for consultation asap
- Draft RSE (RSHE/PSHE) policy
- Circulate to parents with survey
- Analyse results and produce responses (You said, we plan to…)
- Hold virtual or f2f meetings as appropriate to explore responses (you could also prepare a presentation with voice-over for those not able to make the meeting)

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Right to withdraw

Parents can only withdraw children from **Sex Education** elements.

This is the optional content that schools provide over and above Relationships and Health Education and Science. Parents will need to know what this is and where it is covered (usually elements in year 6 around sex, how babies are made, contraception, etc.)

Requests for withdrawal at primary should be automatically granted and appropriate work given to pupils who are withdrawn.

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Skilled confident teachers delivering quality RSHE

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Supporting staff to be confident deliverers

- Needs assessment
- Buddying
- Knowledge of their part in the curriculum whole
- Content knowledge (regular updates?)
- Support to deal with questions (policy and practice)
- Scripts for answering questions from pupils/parents
- Policy
- Understanding of the process for parent consultation
- Training (check out your local offer through LA or Public Health)

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Training

The DFE are producing a series of training modules to help you to skill up your staff:

DFE training modules:

- Mental wellbeing
- Changing adolescent body
- Basic first aid
- Drugs, alcohol & tobacco
- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Healthy eating
- Physical health & fitness
- Internet safety & harms
- Health & prevention

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Structure of DFE modules

- About this training module *(aims)*
- Teaching the new curriculum *(eg. related topics, key school links, whole school approach, SEND, wellbeing)*
- Safeguarding *(key points to note)*
- Ground rules *(how to create plus examples)*
- Primary curriculum *(breakdown of key content)*
- (Secondary curriculum) (useful to see progression)
- Examples of good practice (relevant links and guidance to the topics)
- Activities and templates (for leads in school to use, including dealing with difficult questions)

The briefings can be amended for you to use in school

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Staff training suggested approach

- Carry out assessment of staff needs in relation to RSHE delivery
- Analyse and identify areas for support
- Use material from relevant DFE modules to create a staff meeting/Inset input to meet needs
- Evaluate impact of training
- Schedule regular updates – eg. slot at staff meeting, newsletter, etc.
- Annual survey to gain feedback on programme and identify further training/support needs

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Quality RSHE – what are we supporting staff to do?

In groups, come up with two top tips for how to ensure RSHE is safe and effective.

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Skilled confident teachers

Group agreement/ground rules

Inclusive of all

Engaging content/activities

Progressive

Allow opportunities for questions

Signpost to support

External visitors complement provision

Making RSHE safe and effective

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Inclusive of all

In any class pupils will have a range of experiences, needs, identities and influences, for example:

- Domestic abuse
- Bereavement
- Exposure to explicit images
- Care
- Family breakdown
- Faith
- Gay, Lesbian, bisexual or questioning
- Transgender
- Parents
- Previous RSHE
- Culture
- Embarrassment
- SEND
- EAL

Teachers need to consider all of these needs when planning and delivering their RSHE to ensure it is safe and relevant.

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Specific examples of inclusion: LGBT

"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 about LGBT content at a timely point.."

DFE RSHE guidance

Consider:

- Stories
- Inclusive language around families
- Challenging negative stereotypes
- Celebrating individuality

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Specific examples of inclusion: SEND

"RSHE must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalized will be the starting point to ensure accessibility."

DFE RSHE guidance

Consider:

- Individual plans
- Programme broken into smaller chunks
- Social stories
- Partnership with parents

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Specific examples of inclusion: Faith

"In all schools, when teaching these subjects, the religious background of all pupils must be taken into account when planning teaching, so that the topics that are included in the core content in this guidance are appropriately handled."

"all schools may teach about faith perspectives. In particular, schools with a religious character may teach the distinctive faith perspective on relationships.."

DFE RSHE guidance

Consider:

- Links with faith groups
- Including faith perspectives on different topics
- Cross-curricular, eg. RE, Assemblies

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Action planning

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Action plan

- Have a look at your initial audit
- Identify your areas for development
- Have a think about some actions you could take over the next month

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Next steps

- Complete action plan
- Follow-up email
- Submit action plan
- Arrange phone call or communicate via email
- Network sessions for group needs
- Access google drive to access materials

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Contact details

Email:

Twitter:

Phone:

I am here to help! If you have a query, small or large do please contact me.

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Link to supporting resources

https://drive.google.com/drive/u/1/folders/1IynqdcOwXIGjvIqmFWCZp0RMKk_WOqAm

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Any questions?

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End

Please complete evaluation from that will be sent to you after the training

I will be in touch soon to discuss support

THANK YOU

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