

Secondary RSE Curriculum Course

Trainer -Jane O'Byrne Health and Well Being Consultant

Wilsthorpe School 4th December 2019

Anthony Gell School Thursday 5th December

Outcomes

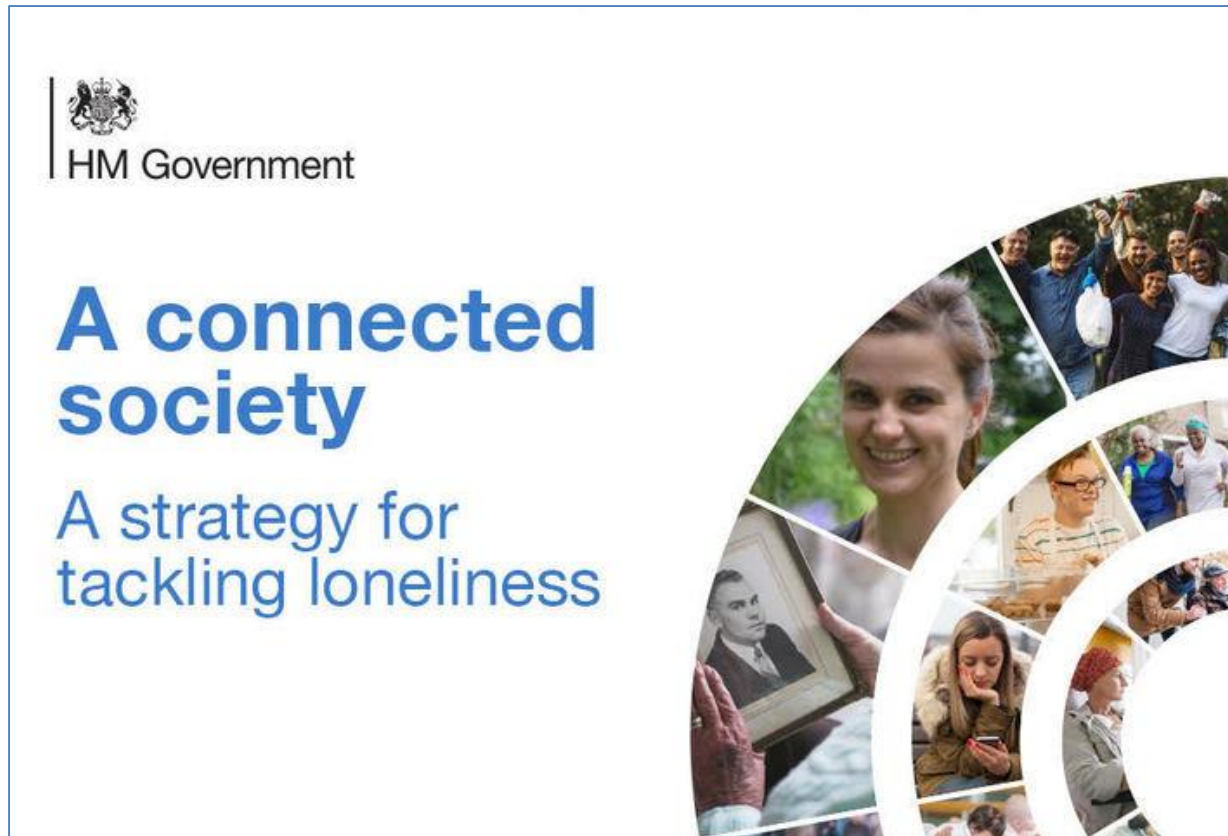
- Developed your understanding of the new statutory framework and what core knowledge, skills and attributes must be taught.
- Reviewed your current PSHE provision
- Explored examples from up- to-date working models of RSE / PSHE schemes from Derbyshire schools
- Reflected on curriculum intent to meet pupil's needs with examples of best practice, simple data and consultation processes
- Shared good practice approaches to teaching, learning and assessment

Why does RSE Matter?

- Safeguarding
- Reduce teenage pregnancy
- Mental Health
- What young people want
- Balance distorted messages
- Developing the right language
- Respectful and consensual behaviours
- Manage and make sense of different relationships
- Recognise abusive behaviours



Why is RSE important?



Relationships and belonging

‘Generally, for a child to flourish and achieve in school they need to feel that they belong and are a valued part of the school community. School belonging or school connectedness involves feeling ‘personally accepted, respected, included, and supported by others in the school social environment’ (Goodenow, 1993). ‘



Relationships and Mental Wellbeing

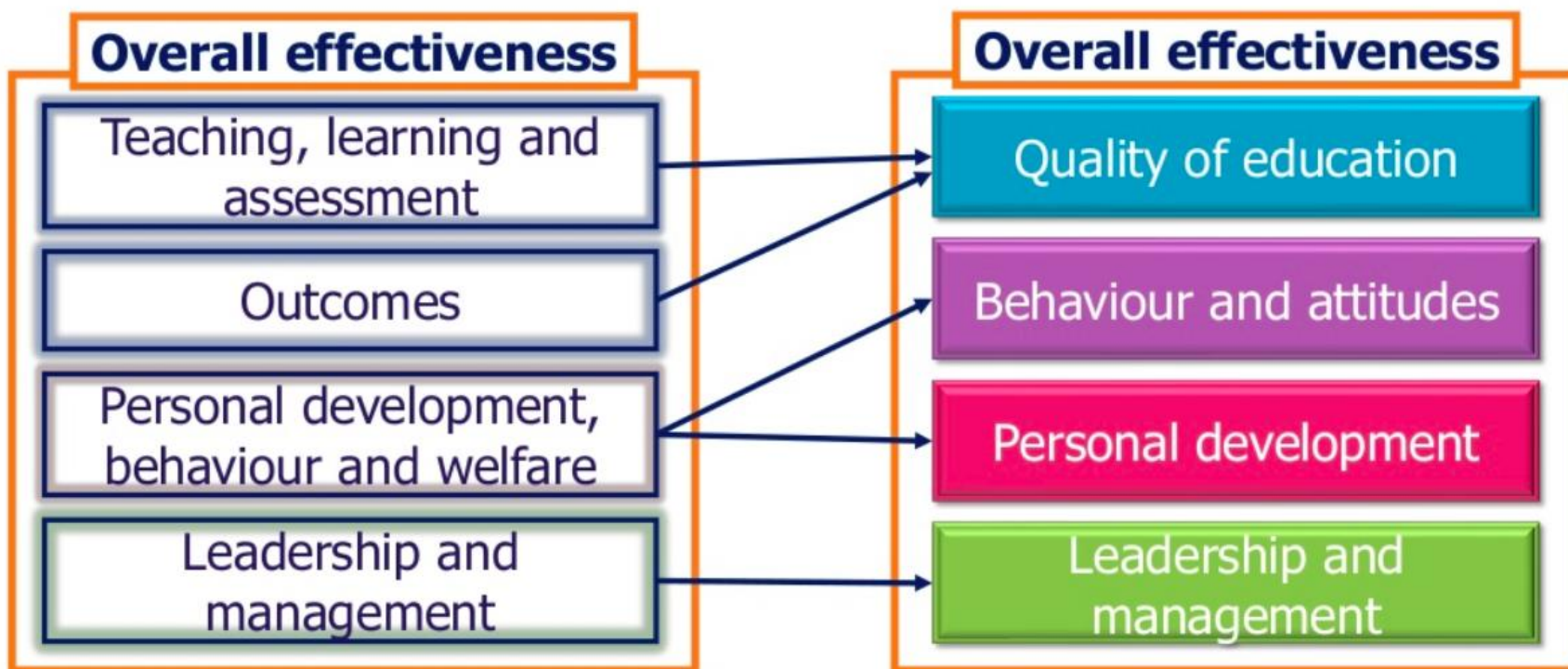
- Pupils should be supported to recognise what makes them feel lonely. Self-focused or isolating lifestyle choices can lead to unhappiness and being disconnected from society’. ‘
- They should understand that humans are social beings and that outward-facing activity, especially that with a service focus (for example, work, volunteering and participation in organisations such as the scouts or the girl guiding movements, the National Citizen Service or the Duke of Edinburgh Award) are beneficial for wellbeing’.
- ‘Pupils should know the contribution that hobbies, interests and participation in their own communities can make to overall wellbeing.’
- ‘

Why statutory from a safeguarding perspective?

- Some pupils are exposed to harmful behaviours online which may normalise violent sexual behaviour....**Grooming, sexual exploitation and domestic abuse** should all be addressed sensitively and clearly.
- Pupils may need support to recognise **when relationships are unhealthy or abusive, that honour based violence and forced marriage** are unacceptable, and strategies to manage this or access support.
- Through Relationships Education (and RSE) schools can help prevent abuse and protect children, by teaching the knowledge they need to be safe and to report **abuse, including emotional, physical and sexual abuse**.
- This should support the work of schools in helping to foster pupil wellbeing and **develop resilience and virtues**, like kindness, generosity, honesty, respect, integrity, humility, forgiveness..

OFSTED Framework

Sept 2019



Inspection judgements- Personal Development

- The curriculum **extends beyond the academic**, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents.
- **The curriculum and the provider's wider work** support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy
- The provider prepares learners for life in modern Britain. (diversity , British values , Equality Act)

Inspection judgements- Behaviour and attitudes

- Relationships among learners and staff reflect a positive and respectful culture. Leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread.

What does a resilience based curriculum look like?

- Focuses on students strengths, not weaknesses
- Gives a positive view of young people and their capacity to use coping strategies
- Promotes belonging and identification
- Positive social norms
- Reflection
- Opportunities for skill-building, decision-making, and planning
- Social and cultural integration of the family and the community



Character Education Nov 2019

- Five foundations –Sport, Creativity, Performing ,Volunteering and Membership, World of work
- Highlights the importance of the 'co-curriculum '
- Provides 6 'benchmarks' plus related case studies
- <https://www.gov.uk/government/publications/developing-character-skills-in-schools>
- Values to transform our world
https://www.transform-our-world.org/files/values_to_transform_our_world_white_paper.pdf

Guidance July 2019



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

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

Curriculum Content: main headings

Primary Relationships Education

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- **Source: Government guidance**

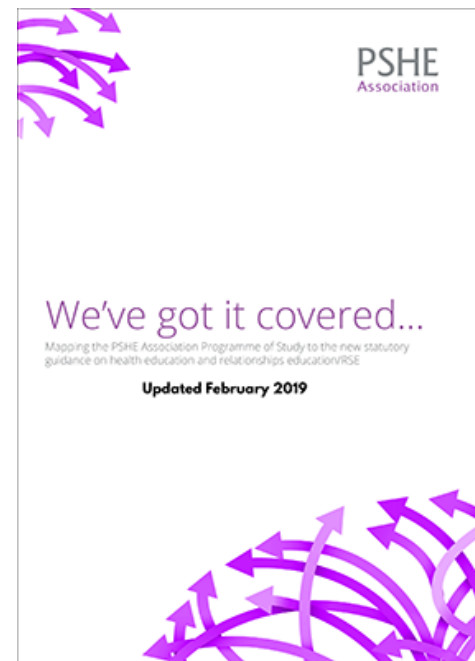
Secondary Relationships and Sex Education

- Families
- Respectful relationships including friendships
- Online and media
- Being safe
- Intimate and sexual relationships including sexual health

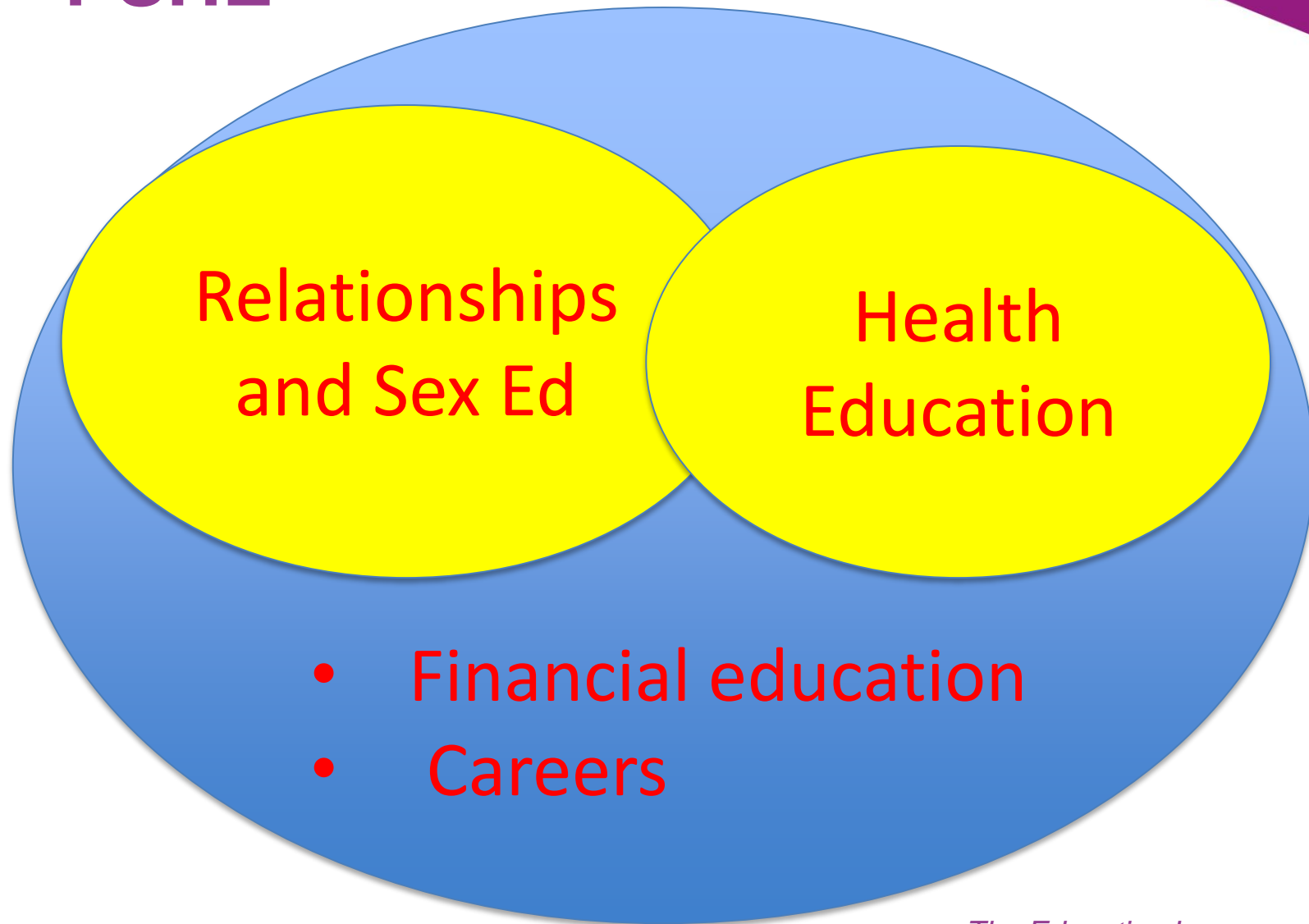
Planning your curriculum-

- Statutory requirement to teach new 'topics'- end of secondary school outcomes
- What about the rest of PSHE?

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/mapping-pshe-association-programme-study-new>



PSHE



As Education Secretary Damien Hinds stated when launching the draft guidance in Parliament:

‘...many schools successfully cover this content in a broader PSHE framework. They should continue to do so, adapting their programme to the new requirements rather than starting from scratch.’

(Damien Hinds, 2019)

Links with other curriculum areas

Citizenship	Science	Computing	P.E.
<p>understanding of democracy, government and how laws are made and upheld.</p> <p>explore political and social issues,</p> <p>take their place in society as responsible citizens, manage their money well</p>	<p>reproduction in humans; for example, the structure and function of the male and female reproductive systems, menstrual cycle, gametes, fertilisation, gestation, birth and HIV/AIDS.</p>	<p>covers e-safety, reflects the different and escalating risks that young people face as they get older.</p> <p>to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.</p>	<p>are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives.</p>

- ‘Schools should have the same high expectations of the quality of pupils’ work in these subjects as for other curriculum areas’. *RSE Guidance*
- Teachers have good knowledge of the subjects they teach. Leaders should provide effective support for those teaching outside their main areas of expertise’ *OFSTED*

Where are you currently in your PSHE / RSE curriculum development?

Audit from

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/preparing-statutory-rse-and-relationships>

Inspection judgements- Quality of Education

- Inspectors will consider the extent to which the school's curriculum sets out the knowledge and skills that pupils will gain at each stage (we call this '**intent**').
- They will also consider the way that the curriculum developed or adopted by the school is taught and assessed in order to support pupils to build their knowledge and to apply that knowledge as skills (we call this '**implementation**').
- Finally, inspectors will consider the outcomes that pupils achieve as a result of the education they have received (we call this the '**impact**').

Intent

Curriculum intent is about curriculum design, the emphasis being on how effectively schools provide a broad and balanced curriculum for all pupils, opening rather than closing doors to future success.

The question schools will need to consider is: what knowledge and understanding do we expect pupils to gain at each stage of their schooling and in each subject?

Matt Bromley Headteacher Update

RSE and Young People with SEND

- Schools should be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND
- In special schools and for some SEND pupils in mainstream schools there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages.
- High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.
- Schools should also be mindful of the 'preparing for adulthood outcomes', as set out in the SEND code of practice, when teaching these subjects to those with SEND.

Intent

- ..'we are able to offer students a wide range of experiences to help them develop and strengthen their character and to become happy, confident well rounded learners who are able to contribute positively to their community. '
- 'Our students have demonstrated poor resilience and lack of self efficacy . We address this by giving them opportunities to be proactive, through for example active learning methods such as debates, and real life experiences, such as a mock election.'

Intent can be influenced by

- My Life My View
- contact tanya.Nolan@derbyhsire.gov.uk
- Local health profiles
- <https://fingertips.phe.org.uk/profile/child-health-profiles>
- Nature / frequency of safeguarding/ pastoral concerns in your setting
- Community issues or concerns
- What you want to achieve- e.g. resilience based/ values based?

View the resources for identifying pupil need on your table.

What can you use to inform your intent for RSE/ RSHE /PSHE?

Pupil consultation

- [Sex education consultation pack](#)
- [PSHE association – Preparing for Statutory Relationships and Sex Education](#)
- Focus group questions
- Questionnaires
- Lesson evaluation
- ***ALWAYS FEEDBACK AND LET THEM KNOW HOW THEIR TIME HAS BEEN VALUED***

Implementation

- Curriculum implementation is concerned with curriculum delivery, in other words teaching, assessment and feedback, and crucially that which leads to long-term learning.

‘Learning is defined as an alteration in long term memory. If nothing has been remembered then nothing has been learnt.’

- The questions schools should ask are: how does our whole-school curriculum hang together and how does our institutional context inform the curriculum?

Matt Bromley Headteacher Update

Progression

- [PSHE association programme of study](#)
- [PSHE Association planning toolkit](#)
- [Sex Education Forum Curriculum Design Tool](#)
- [Life Online](#)
- [Education for a connected world](#)
- Nottingham and Derbyshire secondary framework

Consider which tools you'd find most useful
in planning a sequenced progressive
programme .

Teaching and Learning

- Ensure a safe environment for learning
- Active learning
- Make it relevant and meaningful– use realistic scenarios linked to their experience and needs
- Sequence of learning – make reference to previous learning, put it in context of what they already know
- Vocabulary size relates to academic success

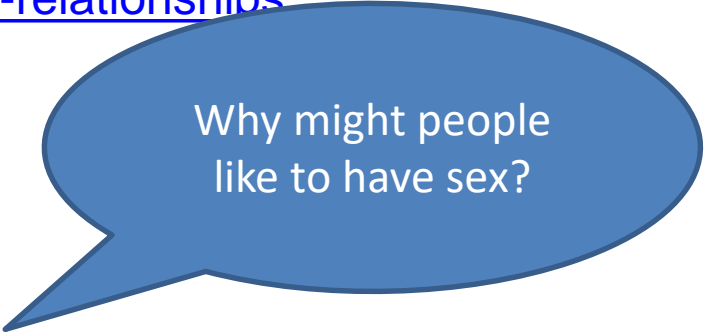
Supporting staff

- Identify staff training needs
<https://www.pshe-association.org.uk/curriculum-and-resources/resources/preparing-statutory-rse-and-relationships>

- Actively listen to their concerns
- Provide scaffolding e.g. through published lessons

- Provide knowledge organisers
<https://hecticteachersite.wordpress.com/2019/09/01/pshe-knowledge-organisers/>

- Share guidelines on safe environment and your school RSE Policy



Why might people like to have sex?



Yikes!

Impact

- Curriculum impact is about pupil achievement ...recognising that good outcomes are not just measured in qualifications but in how successfully pupils are developed as well-rounded citizens.
- Here, the questions to ask are: what knowledge and skills do pupils gain at each stage and over time and how does this compare to expectations?

Assessment, Monitoring and Evaluation

- Is assessment for learning built into the RSE programme and how does it feed back into the planning cycle?
- Is needs assessment used to identify existing knowledge and skills of pupils?
- Does assessment focus purely on knowledge or does it include skills development and attitudes?
- How is monitoring and evaluation of RSE PSHE used to improve RSE/ PSHE provision?

Equality

- LGBT-schools 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.
- Gender -Schools should refer to the Department's advice, '[Sexual violence and sexual harassment between children in schools and colleges](#)'. It is, however, essential that assumptions are not made about the behaviour of boys and young men and that they are not made to feel that this behaviour is an inevitable part of being male.
- Religion and belief - 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.
- https://www.stonewall.org.uk/system/files/inclusive_curriculum_guide.pdf

Tools to support you

- RSHE secondary progression Framework
- Mapping of free online resources
- Case studies – consulting parents, establishing ground rules , RSE Champions in school in development
- Draft RSE Policy
- Derbyshire school curriculum examples-in development

What else do you need?

Public Roadmap to statutory RSE

These 10 steps provide a guide to support school leaders in preparing to provide high quality RSE as an identifiable part of PSHE education. These steps are based on established good practice and evidence. The law requires that Relationships and Sex Education (RSE) is to be taught in all secondary schools in England, and that Relationships Education is to be taught in all primary schools in England. Health Education will also be mandatory in all Government funded schools, which includes content on puberty. Government Relationships Education, RSE and Health Education guidance and regulations give further detail about the requirements. Schools that are ready to implement the updated guidance from September 2019 are encouraged to do so – September 2020 is proposed as the start date for mandatory provision.



RSE curriculum
design toolRSE curriculum
audit toolPSHE education
programme of study

An effective RSE and PSHE education curriculum will be comprehensive, spiral and responsive to pupil needs. Does your curriculum take this approach? Where are the gaps?

Update curriculum

Regular updates will ensure your programme is inclusive, has engaging lesson plans that reflect real-life issues (including the digital world), with a balance of skills, knowledge and personal attribute development. Is your curriculum now updated and inclusive?

Planning toolkit

Thematic & magazine collection

Equip your staff

All staff will have a role to play and some will need specialist training. What are your staff CPD needs? How can these needs be met?

PSHE Association
CPD coursesSex Education Forum
CPD courses

As with all subjects, effective monitoring and evaluation will tell you if planned outcomes are being met and what needs to change. Do you have systems for monitoring and evaluating RSE within PSHE education?

Review, monitor &
share best practice

The basics

Prepare to review and evaluate

Communicate

Bring the whole school community with you, through continuous dialogue with parents, staff, governors and pupils. Are there mechanisms for ongoing information sharing about RSE and have you shared your plans?

Poster

Workshop & letter

RSE and Parents

- DfE have produced [FAQs](#) for parents , and [parents guides](#) that you can add to your website.
- [Parental engagement guidance](#) for schools from the PSHE Association includes a sample letter for parents and a sample plan for a parental engagement meeting.
- [Tips for parents](#) of secondary age children to support the as partners In RSE.

Thank you!

jane.o'byrne@derbyshire.gov.uk

(other contact Rhiannon.ingram@derbyshire.gov.uk)

01629 532827