

Kirkby College Academy



Statutory Changes to Relationships and Sex Education
From September 2020

Relationships and Sex Education and Health Education



Department
for Education

- Under the Children and Social Work Act 2017 the government committed to making Relationships Education statutory in all primary schools, including local authority maintained schools, academies, free schools and independent schools.
- Implementation of Health Education is compulsory from September 2020 in all state funded schools teaching secondary aged children (effectively compulsory for all since PSHE is already compulsory for pupils at independent schools which are not academies)

How will Relationships and Sex Education be delivered at Kirkby College Academy?

- Relationships and Sex Education (RSE) will predominantly be delivered by the school's Personal, Social, Citizenship, Health and Economic (PSCHE) Education programme.
- Students in Year 7-11 will receive one timetabled lesson of PSCHE per week, with at least one half-term per year having a dedicated focus on RSE.
- Some parts of the statutory RSE requirements will be covered by KS3 ICT (e.g. internet safety) and KS3 and 4 Science (e.g. fertility and reproduction)
- At times carefully chosen external providers may be brought in to supplement the RSE programme. The content will always be discussed beforehand and outside providers will always be supervised by a member of school staff.

What is PSCHE?

PSCHE education equips young people with knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in managing their finances effectively. Through the PSCHE curriculum at Kirkby College, students are able 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.

PSCHE Mission Statement:

Students learn how to lead a healthy, safe and fulfilling life

Our Values in PSCHE:

- Challenge opinions in the right way
- Respect
- Equality
- Tolerance
- Empathy
- Safety
- Employability

Aims of this presentation

As the DfE statutory guidance states: 'Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSE. Good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum.'

Therefore we aim to:

- **Communicate with our parents/carers** about PSCHE education. To highlight the guidance and give you the opportunity to comment and feedback on our intended delivery of topics to our students
- Give opportunity to consult on the Relationships and Sex Education **Policy (available on the school website)**
- Conduct a **Parent voice** – establishing parents/carer current understanding of RSE, giving opportunity to raise any questions and concerns
- Highlight any particular needs you feel your child has when learning about RSE or PSCHE topics
- **Providing advice** on how to talk to children about relationships and sex at home
- Direct you to the **PSCHE education curriculum** on the school website (not currently live on the web site)

RSE and Health Education topics

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health
- Mental well-being
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

For all of our topics we maintain the link between curriculum based learning and PSICHE learning. We invite students to make that link where possible. For examples – the reproductive system is studied in Biology and elements of PSICHE. We entice students to bring their theoretical knowledge forwards in order to understand the context used in PSICHE.

RSE coverage in PSCHE – KS3

	HT 1	HT2	HT3	HT4
Year 7	Getting to know each other	Friendships What is bullying? Bullying and feelings Rumors Cyber-bullying	Puberty Periods & Menstruation Grooming CSE Peer pressure & sex	
Year 8		What is sex? Rights in relationships Abuse in relationships FGM Internet safety		Equal relationships LGBTQIA LGBT+ rights
Year 9			Sex & Pregnancy Pregnancy choices Contraception & STIs Pornography Revenge porn	Bereavement

RSE coverage in PSCHE – KS4

	HT 1	HT2	HT3	HT4
Year 10		Marriage & Family Divorce/end of relationships Forced/arranged marriage Parenting Domestic conflict	Fertility & reproductive health	
Year 11			Sexuality Sex, masturbation & pleasure Consent Relationship safety Stalking & sexual harassment Contraception & STIs	

Right to withdraw from RSE

- Parents have the right to withdraw their children from the **non-statutory/non-science components of sex education*** within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.
- Requests for withdrawal should be put in writing using the 'RSE Withdrawal Form'. A copy of the form is available from the school office. Forms should be returned to the office and addressed to the Lead Teacher for PSCHE, Mr J Johnson.
- A copy of withdrawal requests will be placed in the pupil's educational record. The Lead Teacher for PSCHE will discuss the request with parents and take appropriate action. In most cases you will be asked to attend a meeting to discuss your child's withdrawal from RSE.
- Alternative work will be given to pupils who are withdrawn from sex education.
- ***Parents should note that they do not have a right to withdraw their child from relationships education or any other part of the PSCHE programme, only sex education.** If you do not contact us to arrange a withdrawal, we will assume that you consent to all elements of RSE for your child. Any previous requests to withdraw from RSE will no longer be in place.

Parental Consultation

- Year 9 Parents/carers were given the opportunity to complete a questionnaire at a recent parents' evening. This has already begun to shape our RSE curriculum and how we communicate with parents from September 2020.
- All parents/carers will be invited to complete a PSCHE and RSE questionnaire at all parents' evenings going forward from September 2020 to allow us to continue to consult with parents and update our RSE and PSCHE provision.
- All parents/carers are invited to read our PSCHE policy, which can be found on our school website in the policies section, and provide feedback or ask questions about this
- All parents/carers are invited to view this presentation and provide feedback or ask questions about the content

If you wish to contact us about PSCHE and RSE please send an email to:

admin@kirkbycollege.notts.sch.uk or contact the school office to speak to Mr Johnson

LGBT inclusive

- Statutory Guidance says *“schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. 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 LGBT content at a timely point as part of this area of the curriculum”*
- The statutory guidance states that all pupils should receive teaching on LGBT relationships during their school years. The guidance is clear that secondary schools should include LGBT content in their teaching
- We have created a programme that is LGBT inclusive as well as dedicated lesson on LGBT and different gender identities
- Our aim is to embed LGBT themes throughout our curriculum topics as well as PSCE
- We have recently introduced a LGBT support group, which holds lunchtime sessions

Sensitive issues

- We understand that many of the topics in PSCHE are sensitive for a number of different reasons
- We want to ensure that students feel safe and confident within lessons

Currently we take the following steps to support our students during these lessons:

- Students are informed at the start of the year what topics they will be studying
- They have the opportunity to raise any concerns they have about any particular topics with their Teacher/House leader/Lead Teacher for PSCHE/Safeguarding Team
- Staff members are then able to plan accordingly for these lessons by sharing resources or content with the student prior to the lesson, discussion with home or discuss redirection possibilities
- Students and parents will be reminded of topic content at the start of each half-term as new experiences may have arisen (via PSCHE bulletin)
- Students with SEND will have materials differentiated appropriately and will be prepared in a way that is best suited to their specific need, involving their key member of staff where necessary

Managing a sensitive class discussion

- Occasionally teachers may find that managing a whole class discussion is a useful stage in the teaching of a particular topic
- Whole class discussions can be a useful way to model listening respectfully to the views of others and turn-taking, though in a class of 30 only one person can speak at a time so these discussions should not be over-used
- While ‘distancing techniques’ (using a third party example) can be useful in some cases for sensitive or potentially personal issues, in general, it is not helpful to invite pupils to ‘act’ roles which may be controversial in such discussions – it is better to allow them to ask their own genuine questions or express their own genuine views
- Teachers should manage and lead discussions attentively. If the discussion is at risk of straying, the teachers need to be prepared to redirect it back to intended topics – remember the teacher is in charge at all times
- It is generally not helpful to ask pupils to lead or chair discussions on sensitive topics as there can be a greater risk of going off topic

Personal development

As a school we are working towards meeting the following statements:

- the school prepares pupils for life in modern Britain by
- equipping them to be responsible, respectful, active citizens who contribute positively to society
- developing their understanding of fundamental British values
- developing their understanding and appreciation of diversity
- celebrating what we have in common and promoting respect for the different protected characteristics as defined in law
- how curriculum areas such as personal, social, health and economic education, and relationship and sex education contribute to pupils' personal development
- provision rather than impact

PSCHE plays a vital role in meeting a number of these points. We believe all of our students can strengthen these statements by discussing topics they learn about at home. This supports our parents/carers to develop further knowledge and also create positive relationships to understand what life will be like when they leave school

Personal development – at home

How to engage with a student at home:

- Discuss topics over dinner
- Ask open questions not leading ones “What did you learn today in PSCHE?”, “Did you hear any words you don’t understand?”, “Did anything worry or concern you today? Would you like to talk about it?”
- Talking through the PSCHE Bulletin together
- Looking at your child’s learning journal
- Drawing/mind mapping what was learnt
- Writing a statement of learning
- Presenting ideas
- Showing resources

Statutory and non-statutory guidance

[Statutory Relationships Education, Relationships and Sex Education and Health Education guidance](#) – schools will be required to have regard to this from September 2020

[Current SRE \(2000\) guidance](#) – schools can teach to the new subjects but must continue to have regard to the SRE guidance until September 2020.

[Guides for parents](#) and [FAQs](#)

[Teaching online safety in schools](#) - new non-statutory guidance which aims to support schools in teaching pupils how to stay safe online within new and existing school subjects, such as Relationships Education, Relationships and Sex Education, Health Education, Citizenship and Computing.