

Can be translated – let us
know if you need this.

RSE Parental Consultation



This evening:

- What RSE is
- Aims and ethos of our Knowledge for life and RSE curriculum
- Bents Green RSE policy
- Delivery of RSE
- Roles and responsibilities
- Sample resources
- Q & A



What is RSE?

- RSE falls under PSHE, which we call Knowledge for Life at Bents Green.
- Knowledge for Life consists of personal, relationship, sex, economic, social, health and citizenship education.
- RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RSE involves a combination of sharing information, and exploring issues and values.
- RSE is **not** about the promotion of sexual activity.
- Evidence shows PSHE (including RSE) education's positive impact in a number of areas, including emotional wellbeing, physical health, academic attainment, and preparation for work.



Our Ethos and Values

Our Ethos is:

- To be a great school community.
- We'll achieve this by developing an inspirational, outstanding autism provision that promotes the enjoyment and aspirations within the Bents Green Community.

Our values, which will help to deliver our ethos are:

- Learning
- Wellbeing
- Respect for self and others
- Preparation for Adulthood



Our responsibility:

- As a maintained secondary school, we must provide RSE to all students under the Children and Social Work Act 2017.
- Knowledge for Life education is a partnership between schools and parents/carers.
- Engaging with parents about the content of our Knowledge for Life programme – including RSE – is therefore an important part of providing a high quality programme.



Bents Green RSE policy

- This policy is being developed in consultation with staff, students and parents/carers.
- The development process involved the following steps:
 - ✓ Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
 - ✓ Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
 - ✓ Student consultation – we investigated what exactly students want from their RSE
 - ✓ Parent/stakeholder consultation (tonight!) – parents/carers and any interested parties have been invited to attend a meeting about the policy
 - ✓ Ratification – once amendments have been made, the policy will be shared with governors and ratified



Delivery of RSE

- RSE is taught within the Knowledge for Life curriculum.
- Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Studies (RS).
- RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:
 - Families
 - Respectful relationships, including friendships
 - Online and media
 - Being safe
 - Intimate and sexual relationships, including sexual health



Delivery of RSE

- Staff are fully aware that the delivery of RSE lessons for some of our children may trigger experiences of past childhood trauma.
- This alone or in addition to a possible lower developmental age and understanding means that when teaching RSE close partnerships with the school's behaviour/wellbeing team, parents, carers, social workers and virtual schools may be called upon to support the RSE work with the child/ young adult.
- We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.



Teaching RSE to students with additional needs

- When planning RSE for pupils with SEND it is important to work towards accessible provision of the content set out in the Government guidance.
- It's important to bear in mind the diversity of our students and there should be no assumption even that pupils with a particular type of need should be taught in the same way as each other.
- Teaching of RSE should be tailored to remove barriers and meet the needs of the individual pupils being taught. For students with SEN, it is all the more important that reasonable adjustments to teaching are informed by parents and pupils themselves.
- For students with more significant needs, their particular RSE needs may be assessed as part of an Education Health Care (EHC) needs assessment, with provision to meet those needs set out in their EHC plan.
- Specific consideration of students RSE needs may be provided at annual review.



Supporting our students:

- The pace and detail of topics may be different and students may need lots of support to generalise their learning outside of RSE lessons and support to personalise the learning to their own relationships, behaviours and maturation.
- It may be appropriate to revisit topics more frequently for our students to support 'overlearning' (i.e. practising and embedding the new skills, so the learner retains the learning beyond the initial success and develops mastery) for new and abstract topics.
- We acknowledge the greater vulnerability to bullying, exploitation and other issues for pupils with SEND. For example, older students at an earlier level of development are more vulnerable and therefore have greater need to be informed and supported in RSE.

Parents'/carers' right to withdraw

- Parents/carers 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.
- Parents are not permitted to withdraw their child from elements of sex education (for example reproductive and biological aspects) that are within the science curriculum.
- Requests for withdrawal should be put in writing using the form found in Appendix 3 of the policy and addressed to the headteacher.
- Alternative school work will be given to students who are withdrawn from sex education element of the RSE curriculum.



What does our RSE curriculum look like?



Y7:

Appendix 1: Curriculum map

Relationships and sex education curriculum map

| YEAR GROUP | TERM | TOPIC/THEME DETAILS | RESOURCES |
|------------|----------|--|--|
| Year 7 | Autumn 1 | Self-awareness- what makes a good friend | https://campaignresources.phe.gov.uk/schools/resources/positive-friendships |
| | Spring 2 | My identity and Working with Others: <ul style="list-style-type: none">• Identity• Social skills• Working with others and teamwork | https://campaignresources.phe.gov.uk/schools/resources/physical-mental-wellbeing-ks3-ks4-lesson-plan |
| | Summer 2 | Growing Up: <ul style="list-style-type: none">• Becoming a teenager• Gender• Puberty• What are the good and bad aspects of growing up | https://campaignresources.phe.gov.uk/schools/resources/puberty-lesson-plan-pack https://pshe-association.org.uk/resource/city-to-sea-rethink-periods |



y8

| | | | |
|--------|----------|---|---|
| Year 8 | Spring 1 | <p>Friendship and Other Relationships:</p> <ul style="list-style-type: none"> • What is a friend? • What do I look for in a friend? • Friendship skills • Confidence and self esteem • Signs of healthy and unhealthy relationships • Bullying - how to report, e-safety • Grooming / Extremism • Boyfriend / Girlfriend | <p>https://campaignresources.phe.gov.uk/schools/resources/positive-friendships</p> <p>https://campaignresources.phe.gov.uk/schools/resources/bullying-and-cyberbullying-KS34-lesson-plan</p> <p>https://campaignresources.phe.gov.uk/schools/resources/relationships-lesson-plan-pack</p> <p>https://pshe-association.org.uk/resource/managing-healthy-unhealthy-relationships-ks4</p> |
|--------|----------|---|---|

| YEAR GROUP | TERM | TOPIC/THEME DETAILS | RESOURCES |
|------------|----------|---|---|
| | Summer 2 | <p>Making Healthy Choices</p> <ul style="list-style-type: none"> • Personal hygiene • Puberty • Mental health and emotional wellbeing • Stress • How can I keep my body and mind healthy? • Where can I go for help if I need it? | <p>https://campaignresources.phe.gov.uk/schools/resources/self-care-ks3-ks4-form-time-activities</p> <p>https://campaignresources.phe.gov.uk/schools/resources/physical-mental-wellbeing-ks3-ks4-lesson-plan</p> |



Y9

| | | | |
|--------|----------|--|---|
| Year 9 | Summer 1 | <p>Healthy relationships:</p> <ul style="list-style-type: none"> • Signs of healthy and unhealthy friendships • Feelings towards different people • Consent • Good and bad touch • Assertion • Mental health and wellbeing • Accessing support. | https://campaignresources.phe.gov.uk/schools/resources/unhelpful-thoughts-ks3-ks4-activities |
| | Summer 2 | <p>Growing Up:</p> <ul style="list-style-type: none"> • Becoming a teenager • Gender • Puberty • Responsibility for personal hygiene • What are the good and bad aspects of growing up? | https://campaignresources.phe.gov.uk/schools/resources/puberty-lesson-plan-pack |



Y10

| YEAR GROUP | TERM | TOPIC/THEME DETAILS | RESOURCES |
|------------|----------|---|---|
| Year 10 | Spring 1 | Media and Me: <ul style="list-style-type: none"> • What is media • The power of advertising • Body image • Digital manipulation in magazines and billboards • Diversity in the media • Self-esteem and wellbeing • Social media and safety • Influencing / influencers | https://campaignresources.phe.gov.uk/schools/resources/social-media-KS3-KS4-lesson-plan-pack https://campaignresources.phe.gov.uk/schools/resources/online-stress-fomo-lesson-plan-pack https://campaignresources.phe.gov.uk/schools/resources/body-image-lesson-plan-pack |
| | Summer 2 | Me, Myself and I: <ul style="list-style-type: none"> • Contraception / fertility • Staying safe - dangers of pornography • Relationship values • Respecting others • Consent • Reporting • Relationships with others • Peer pressure • Law | https://campaignresources.phe.gov.uk/schools/resources/building-connections-KS3-KS4-lesson-plan-pack https://teachers.thenational.academy/lessons/safe-relationships-61gkid?from_query=relationships |

Y11

| YEAR GROUP | TERM | TOPIC/THEME DETAILS | RESOURCES |
|------------|----------|---|---|
| Year 11 | Autumn 1 | Review of different types of relationship: <ul style="list-style-type: none"> • Long term relationships • Marriage • What a happy family life looks like • Roles and responsibilities of parents • Pregnancy, including miscarriage • Pregnancy-related choices | https://teachers.thenational.academy/lessons/safe-family-relationships-60upad?from_query=relationships |
| | | Sexual health: <ul style="list-style-type: none"> • STDs • Contraception • How to prevent/test STDs • How can alcohol and drugs make sex risky | https://www.sexwise.org.uk/stis https://www.sexwise.org.uk/contraception |
| | Spring 1 | Relationships: <ul style="list-style-type: none"> • What does sexual abuse and harassment look like • How to determine if someone is trustworthy. | https://www.sexwise.org.uk/where-to-get-help |
| | Spring 2 | Stereotypes: <ul style="list-style-type: none"> • Online safety- sharing and viewing indecent images • How can online information be shared and used. | https://teachers.thenational.academy/lessons/online-safety-c5qk8r?from_query=online+safety |
| | Summer 1 | Being safe: The law and sexual abuse. | https://www.sexwise.org.uk/where-to-get-help |



Post-16:

| YEAR GROUP | TERM | TOPIC/THEME DETAILS | RESOURCES |
|----------------|----------|---|---|
| Post-16 year 1 | Autumn | Being aware of sexual health and wellbeing | https://www.sexwise.org.uk/sexual-wellbeing |
| | Summer | Drugs, alcohol and gambling | https://campaignresources.phe.gov.uk/schools/resources/alcohol-lesson-plan-pack |
| Post-16 year 2 | Autumn | Understanding emotional wellbeing | https://campaignresources.phe.gov.uk/schools/resources/physical-mental-wellbeing-ks3-ks4-lesson-plan |
| | Summer | Intimate relationships | https://www.sexwise.org.uk/sexual-wellbeing |
| Post-16 year 3 | Autumn | Recognising the Importance of Social Health and Wellbeing | https://campaignresources.phe.gov.uk/schools/resources/building-connections-KS3-KS4-lesson-plan-pack |
| | Spring | Media literacy | https://campaignresources.phe.gov.uk/schools/resources/social-media-KS3-KS4-lesson-plan-pack |
| | Summer 1 | Addressing extremism and radicalisation | https://teachers.thenational.academy/lessons/violent-extremism-and-links-to-mental-health-cru3ac?from_query=extremism |
| | Summer 2 | Communication and respect in relationships | https://teachers.thenational.academy/lessons/safe-relationships-61gkid?from_query=relationships |



Pathway 4

- RSE is taught through My Physical Wellbeing and My Independence at Ringinglow and Independent Living at Gleadless.
- These subjects follow the EQUALS curriculum.



Starter



Let's get started...

- What can you see in these photographs?
- How can you tell that these people are friends?
- What are the characteristics of a positive friendship?

Discuss with your partner and write down your ideas. You have 2 minutes!

Learning objectives

- Describe the qualities of positive friendships
- Explore different ways of being a good friend
- Identify ways in which someone struggling with friendship could get support



What does it mean to be a friend?

How do friends make each other feel?

What words could be used to describe a positive friendship?

What are some signs that people are friends?
How might they know?

What do friends do?



In the next box on your worksheet, create a mind map that shows the main features of a positive friendship. Aim for 3-5 points.

Video



Now that you've written down your own ideas, let's take a look at this video of Xavi, giving their ideas of what a positive friendship looks like.

As Xavi speaks, add any new ideas to your mindmap in a different colour.

As we watch the video, think about:

- What does Xavi think is important in a friendship?
- How does Xavi value friendship?
- What is Xavi's advice for making and keeping good friends?

What does it mean to be a friend?

How do friends make each other feel?

What do friends do?

What words could be used to describe a positive friendship?

What are some signs that people are friends?

How might they know?

What do you have on your mindmap?
Let's share!

Features of friendship

Trust

Boundaries

Respect

Privacy

Honesty

Consent

Support

Loyalty

Kindness

Reconciliation

Generosity

Task 1: Choose 3 of these features of friendship that you think are the most important and explain why they are so important.

Task 2: In pairs, write your own definition of a positive friendship.

On your feet



Strongly agree

Strongly disagree

Active listening roleplay

Having good conversations is a very important part of a positive friendship and requires some skills.

5 steps to active listening:

1. Let the speaker speak without interruption.
2. The listener is not allowed to say anything while the speaker is talking – no comments, no questions, no verbal back-channel signals (that is, “mhm”, “aha”, “uh-huh”, etc).
3. Appropriate eye contact and nodding are okay to show that you are paying attention to them.
4. When the speaker has finished speaking, ask if they have anything more to add, and make sure that they have finished.
5. When they have finished, the listener can feed back what they heard the speaker say and offer any suggestions or questions.



Signposting

If someone is having any difficulties in a friendship, there are lots of people they can speak to:

- A parent, carer or guardian at home
- A trusted adult in school e.g. teacher, form tutor
- Friends or other family
- A GP or another healthcare professional
- [Young Minds](#) - Young Minds is a mental health charity for children
- [Childline](#) - Get help and advice about a wide range of issues
- [Samaritans](#) - Samaritans works to make sure there's always someone there for anyone who needs someone.
- [Shout](#) - text 85258 for free 24/7 mental health support
- [NHS Urgent Mental Health Helpline](#) - Find NHS urgent mental health helplines for people of all ages. Provides 24-hour support from a local service to help with a mental health emergency.

All external agencies can be contacted with any problem, big or small.

There is further information on their websites and on their social media profiles

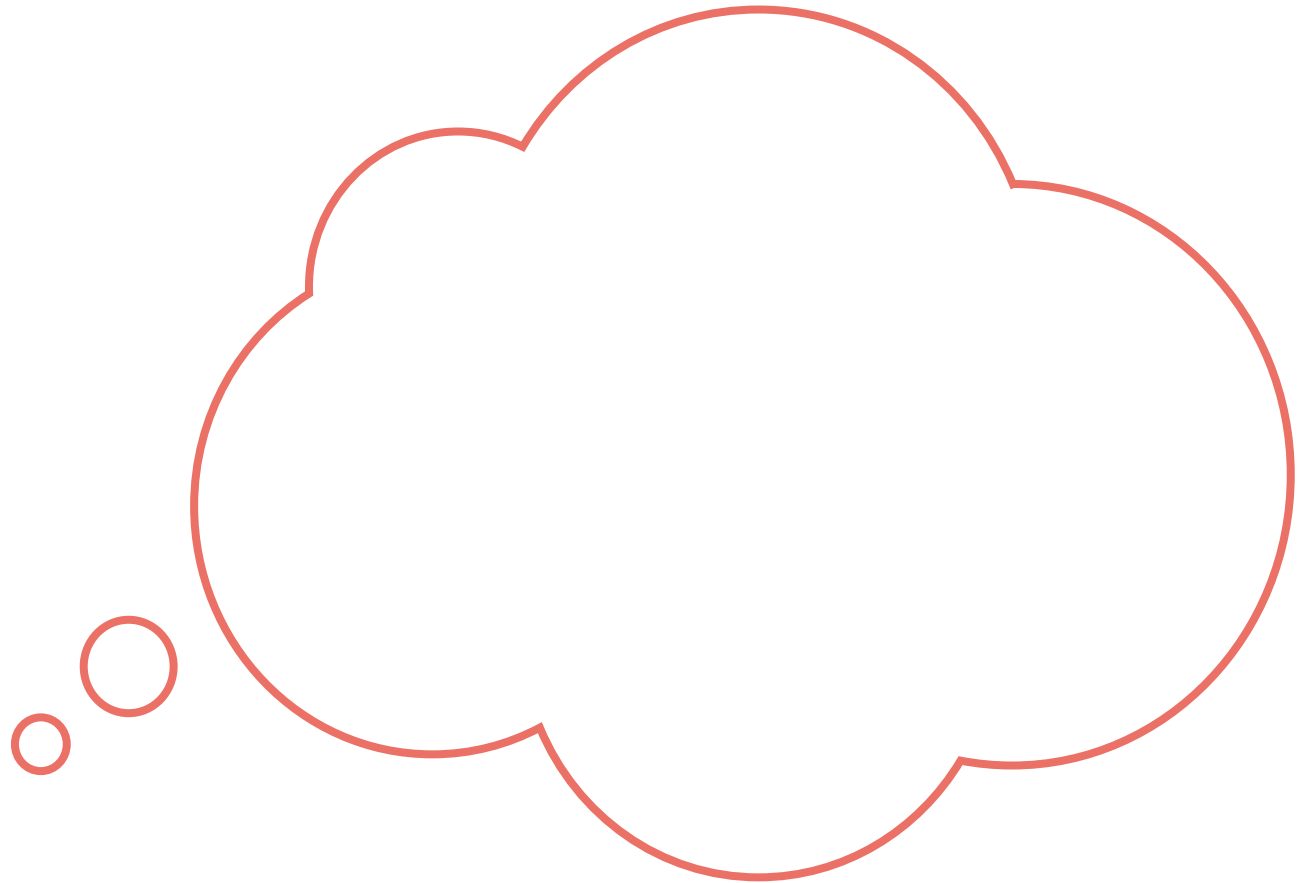
Plenary

Let's look at what we have learnt in this lesson. Take a look at your mindmap - how much have you added in different colours since we started?

Swap your mindmap with your partner and read their responses.

Next, write your own statements on your worksheet:

- 'A positive friendship is one where...'
- 'A challenging friendship is one where...'



Assessment

- On introduction of the new National Curriculum in September 2014, the requirement for schools to use National Curriculum 'levels' to report pupils' attainment and progress was removed.
- Schools now have much greater freedom to develop their own approach to ongoing, non-statutory, in-school assessment.
- Teachers and TAs use continual assessment for learning in lessons to determine students' understanding and any further targeted learning that needs to take place.



Help for parents/carers

- Recommended websites, books and further resources for having discussions at home with their child:
- <https://www.sexwise.org.uk/>
- [Mental wellbeing | Overview | PHE School Zone](#)
- <https://www.bigtalkeducation.co.uk/parents/>
- For more tips and information about looking after your child's mental health go to www.nhs.uk/every-mind-matters/supporting-others/childrens-mental-health/
- As a parent or carer, looking after your own wellbeing is also important and Every Mind Matters enables you to get tailored wellbeing support.
- Use the Mind Plan to see what works for you: <https://www.nhs.uk/every-mind-matters/mental-wellbeing-tips/your-mind-plan-quiz/>



Q and A

